

**THE INFLUENCE OF USING ARRANGING WORDS GAME TOWARDS
STUDENTS' SIMPLE PAST TENSE MASTERY AT THE SECOND
SEMESTER OF THE EIGHTH GRADE OF SMPN 01
GUNUNG TERANG TULANG BAWANG BARAT
IN 2016/2017 ACADEMIC YEAR**

A Thesis

Submitted as a Partial Fulfilment of
the Requirement for S-1 Degree

By

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ABSTRACT

This research was conducted based on the phenomena taking place in school in teaching learning process. There are a lot of students have difficulties about grammar especially simple past tense. The students only learn about the material but less in practice. Therefore, this thesis discussed the influence of using *Arranging Words* game in teaching grammar especially for students' simple past tense mastery. The objective of the research was to find out whether there was influence of using *Arranging Words* game towards students simple past tense mastery at the second semester of the eighth grade at SMPN 01 Gunung Terang in 2016/2017 academic year.

In the research, the writer used quasi experimental design with the treatment held in three meetings, 2x40 minutes for each. The population of this research was the eight grade students of SMPN 01 Gunung Terang Tulang Bawang Barat. The sample taken was two classes, VIIIA and VIIIB which consisted of 60 students. In collecting the data, the writer used the instruments in multiple choice questions of simple past tense. After being tried out the instrument was used for the pre-test and post-test.

After giving the post-test, the writer then analyzed the data from the data analysis, it was found the result of t-test was 3.7. This result then was consulted to the score of t_{critical} (level of significance). In this case the level of significance 0.005 was 1.67. from the analysis, the score of t_{observed} was higher than t_{critical} . So, H_0 was refused in other words game can influence the students simple past tense mastery. So, there was influence of *Arranging Words* game toward students' simple past tense mastery at the second semester of the eighth grade of SMPN 01 Gunung Terang Tulang Bawang Barat in 2016/2017 academic year.

Key Words: Arranging Words Game, Students' Simple Past Tense, Quasi Experimental Design



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DECLARATION

Hereby, I state this thesis entitled “The Influence of Using Arranging Words Game Towards Students’ Simple Past Tense Mastery at The Eighth Grade of SMPN 01 Gunung Terang Tulang Bawang Barat in the Academic Year of 2016/2017” is completely my own work. I am fully aware that I have quoted some statements and ideas from various sources and those are properly acknowledged in the text.

Bandar Lampung, August 2017

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CURRICULUM VITAE

The name of the writer is Hanisa whose nickname is Nisa. She was born in Gunung Terang, Tulang Bawang Barat on August 20th, 1993. She has two brother, one sister and one young brother. The writer's educational background : the first, study at Elementary School of SDN 1 Gunung Terang graduated in 2005 and then, Junior High School of SMPN 28 Bandar Lampung in 2008. After that, she continued at Senior High School of SMA Persada Bandar Lampung and finished in 2011. After finishing her study, for getting further education in higher level, in 2011 she entered to study in English Education Study Program of Tarbiyah and Teacher Training Faculty of State Islamic University of Raden Intan Lampung.

During studying in State Islamic University Raden Intan Lampung, the writer followed organization UKM BAHASA. Besides that, the writer also worked as an honorary in the local goverment of Tulang Bawang Barat district since early 2016 until now.

DEDICATION

I would like to dedicate this thesis for all my beloved people:

1. My beloved parents Mr. Tamrin Hasan and Mrs. Eryani who always pray, motivate and supported for my success.
2. My beloved brother and Sister Hera Wanti, Hasan Basri, Yohandi and Halupi. Who always care for my study and motivated me to succeed.
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The writer realizes that she cannot complete this final project without the help of other. The writer has obtained a lot of help from many people during writing this final project and it would be impossible to mention all of them. She wishes, however, to give her sincerest gratitude and appreciation to:

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Finally, the writer is fully aware that there are still a lot of weaknesses in this thesis. Therefore, the writer sincerely welcomes critics and suggestion from the readers to enhance the quality of the thesis.

Bandar Lampung, August 2017

The writer

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CHAPTER I INTRODUCTION

1.1 The Background of Problem

Language is a system of arbitrary conventionalized vocal, written or guttural symbols that enables members of given community to communicate intelligibly with one other.¹ It means that, the language has very important function in communication and also it cannot be separated from all of activities, because without language, it will be difficult to express ideas and feeling. By using language, people can talk and understand each other and used for transferring knowledge and culture. Every person needs language in their life.

According to Harmer, every country in the world has language but the language in each country is not same, language is different from each other and where one or both speakers are using it as the second language.² Indonesia uses Indonesian language as the national language; England uses English, China uses Chinese as their language, etc. English is an international language. English is used not as a second language but as the first foreign language in Indonesia. However, in fact there are many students find difficulties in learning English both spoken and written.

¹H. Douglas Brown, *Principle of Language and Teaching*, (4thEd),(Longman: San Francisco, 2000), p. 5.

²Jeremy Harmer, *The Practice of English Language Teaching*, (Longman: London, 2002) ,p. 1.

According to the statement above, in learning language, grammar is important role that should be mastered by students because it is needed when they learn writing, reading, listening and speaking. The teachers are expected to have a good strategy to increase the students will enjoy in following the lesson. Finally, the goal of teaching learning process will be achieved, the students can use English both in spoken and written form.

Grammar is one of language component that should be mastered to develop language skill, because it is the basic language that has to be learnt by the students. In linguistics, grammar is the set of structural component rules that govern the composition of sentences, phrases, and word in any given natural language.³ It means that grammar is important because mastering grammar, someone will know how to arrange a phrase, a clause in a sentence.

Thornbury says a grammar is description of rules that govern how language sentences are formed. Many people consider learning grammar is chore but understand the grammar of any language is essential for becoming a skill full and accurate user of that language. If you follow the rules of grammar, you can express yourself clearly but if you fail to master those rules, people may find it difficult to understand you or they may even misunderstand you entirely. It means that grammar, someone will

³Noam Chomsky, *Grammar*, 1995, Available online at <http://en.Grammardefinition.org//Grammar>, Accessed on April 28th, 2016

understand how to arrange or change word in a sentence and can help us to communicate well.

In the case, the writer would like to focus her research in grammar. Grammar is a process for making a speaker's or writer's meaning clear when contextual information is lacking. Grammar is called as organization words are combined into sentences to express thought and feeling or to express the idea in written. The students need to master grammar because by mastering grammar students will be able to speak and write English correctly. It means that with good grammar the people can understand about the information meaning of material.

In doing preliminary research, the writer got the data of grammar scores the Eighth Grade of SMPN 01 Gunung Terang Tulang Bawang Barat. It was described in the table 1 below:

Table 1.
The Students' Score of Simple Past Tense in the Second Semester at the Eighth
Grade of SMPN 01 Gunung Terang in 2016/2017
Academic Year

No	Score	Class				The Number of Students	Percentage
		VIII A	VIII B	VIII C	VIII D		
1	≥ 70	5	8	6	7	26	22%
2	< 70	25	22	24	23	94	78%
Total		30	30	30	30	120	100 %

Sources: The data of Simple Past Tense Score at the Eighth Grade of SMPN 01 Gunung Terang in 2016/2017 Academic Year.

From the table above, there were 26 students of the 120 students who passed based on standard of minimum mastery (KKM) and there were 94 students who got scores under the standard of minimum mastery (KKM). It means that, students have difficulty in learning simple past tense was 100%.

Based on the result preliminary research in SMPN 01 Gunung Terang. The writer assumes that the students have difficulty in understanding grammar especially simple past tense. The writer has interviewed the English teacher Neiny Meilinda Sari, S.Pd about the result of teaching grammar especially in simple past tense. She said that, most of eighth grade students of SMPN 01 Gunung Terang got difficulties to make a sentence using simple past tense correctly. Besides that, the students find difficulties to remember the formula specifically in learning past tense verb are formed by adding –ed to a verb, whereas some verb have irregular past form.⁴

Based on the interviewed before, the writer found the cause of the problem such as the students' got difficulties in generating ideas how to make a sentence in Simple Past Tense correctly. It happened because the teacher did not use an interesting technique to teach Simple Past Tense. Consequently, the writer thinks that the teacher must have many new techniques in learning teaching process in order to the students can be more active and have motivation to learn grammar. A good teacher must be able to

⁴Neiny Meilinda Sari, *An English Teacher of SMPN Gunung Terang, An Interview*, April 20th 2016, *Unpublished*.

find a good way in teaching learning process in order that the students are enjoyable and feel challenged by material. In this case, the writer is interested in increasing students' grammar mastery especially in Simple Past Tense by using game in order that students will have motivation to learn grammar.

Game is a good way to use in teaching learning. It is supported by Harmer, "Game of various kinds have been used in language teaching for along time and they are especially useful for grammar work".⁵ Besides, game is a structured activity, usually undertaken for enjoyment and sometimes used as an educational tool. It means that, game can make the teaching learning process fun and enjoyable and it is an activity with rules, a goal and element of fun.

In the research, the writer is interested in doing a research by using Arranging Words game as a technique in teaching simple past tense because by using game can make the students easier to understand the material. "The purpose of using game, game allow the students to: work co-operative, compete with each other, strategize, think in a different way, compare and share knowledge, learn from other, learn from mistake, work in a less stressful and more produktive environment and allow the students to have fun". It is supported by Hadfield, that Arranging Words game is also sometimes called sequencing or ordering game.⁶ Arranging Words game is the simplest game,

⁵Jeremy Harmer, *Teaching and Learning Grammar*,(London: Longman, 1999), p. 47.

⁶Jill Hadfield, *Intermediate Communication Games*,(New York: Hongkong Ltd, 1984), p. 5.

these are usually played in pairs, where students sort cards into different groups of vocabulary. So, the writer focused on using game, that is Arranging Words game.

Therefore the writer would like to do the research entitled “The influence of using Arranging words game towards students’ simple past tense mastery at the second semester of the Eighth grade of SMPN 01 Gunung Terang in 2016/2017 Academic Year”.

1.2 The Identification of Problem

Based on the background of the problem above, the writer identifies the problems as follows:

1. The students have difficulty in understanding grammar especially simple past tense.
2. The students cannot make sentence in simple past tense correctly.
3. The students felt lazy and less motivated in learning grammar.

1.3 The Limitation of the Problem

Based on the identification above, the writer focused only on The influence of using arranging words game towards students’ simple past tense mastery at the second semester of the Eighth grade of SMPN 01 Gunung Terang in 2016/2017 Academic Year.

1.4 The Formulation of the Problem

Based on the identification and limitation of the problem above, the writer formulated the problems as follows: Is there any significant influence of using arranging word game towards students' simple past tense mastery at the second semester of the Eighth grade of SMPN 01 Gunung Terang in 2016/2017 Academic Year?

1.5 The Objective of the Research

Related to the problem formulated above, the objective of the research is to know whether there is significant influence of using arranging words game towards students' simple past tense mastery at the second semester of the Eighth grade of SMPN 01 Gunung Terang in 2016/2017 Academic Year.

1.6 The Use of the Research

The writer hopes that the research brought some advantages in teaching learning process. Besides that, it gave contribution to the teacher, the students, and the future writer. Those are as follow:

- a. For the teacher: teacher can use arranging word to improve students' simple past tense mastery.
- b. For the students: increase students' interest in learning simple past tense.
- c. For the future writer: provide for further research.

1.7 The Scope of the Research

1. Subject of the Research

The subject of the research is the students of the second semester of the Eighth grade of SMPN 01 Gunung Terang Tulang Bawang Barat.

2. Object of the Research

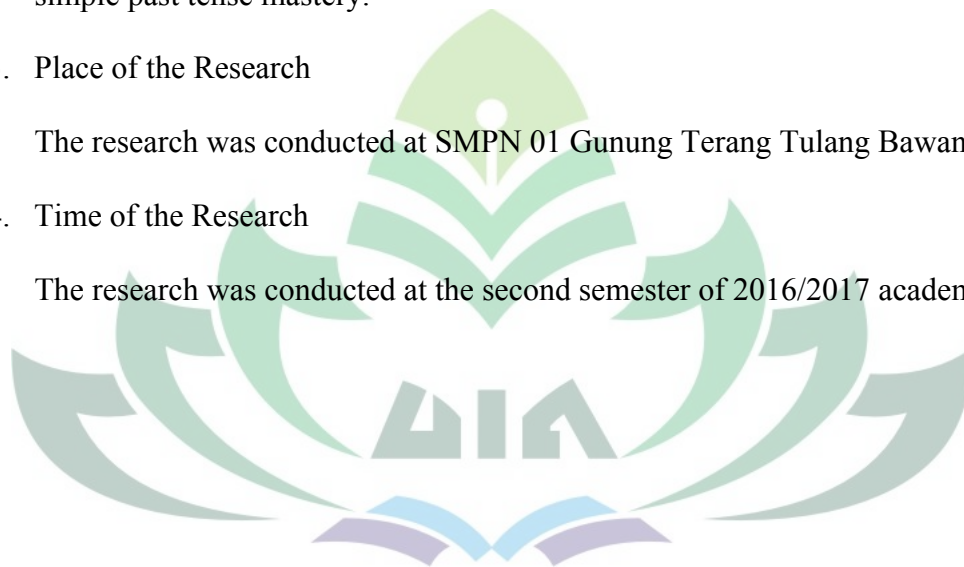
The object of the research is the use of Arranging Words game and students' simple past tense mastery.

3. Place of the Research

The research was conducted at SMPN 01 Gunung Terang Tulang Bawang Barat.

4. Time of the Research

The research was conducted at the second semester of 2016/2017 academic year.



CHAPTER II

THE FRAME OF THEORY, FRAME OF THINKING AND HYPOTHESIS

2.1 The Concept of Teaching English as a Foreign Language

English as foreign language indicates the use of English is no English speaking region so it is not used in daily communication. It is only used in certain place by certain people in doing their activities. Learning of English by student in country where English is not the native language is the definition of English as foreign English.¹

Based on statement above, English is a foreign language in Indonesia, therefore English has been taught to the student from the junior high school up to university. It is very important to people in our country because Indonesian people need to master English for communication with other countries. In this case, the teacher must be able to give motivation to the students for creating the best way in teaching to make students easy to understand the material and also always uses English as medium of instruction, so that the students accustomed to speak English and they can use English as a tool for communication.

¹M. Murcia Celce, *Teaching English as a Second Language*, (Heinle and Heinle Publisher, California, 1997), p.7.

According to Harmer, English as foreign language tend to be learning so that they can use English when traveling or to communicate with other people from whatever country who also speak English. English also as an international language is learned by many people all over the world. It has big influence to the human life. By using foreign language, students can communicate and interact with other countries in the world.

Based on the statement above, the writer concludes that English becomes a foreign language in Indonesian because it is not used in daily lives. So, English is very important to be learned by students in elementary school up to university. This case caused by some factors such as education, science and culture which conveyed from our country through English.

According to Maxom, the aim of TEFL is to produce students who can speak the language almost as well as you can, at the most. In reality, very few students have the time and resources to stay in the classroom setting beyond upper intermediate or advance level (profanely is the highest level). As soon as students feel confident that they can use English for whatever purpose they need, they often get on with their lives.²

²Michelle Maxom, *Teaching English as Foreign Language for Dummies*, (Weley: Edinburgh Gate, 2009), p. 20

It means that, in teaching learning as foreign language the teacher should be able to create and enjoyable atmosphere to motivate the student in teaching learning process and teacher does not give the material to the students but also she or he must guide the students to understand the material well.

2.2 The Concept of Grammar

According to Thornbury, a language is an acquired through practice, it is merely perfected through grammar.³ It means that grammar is an important part of a language therefore most of all language in this world has their own pattern. It can be seen that grammar plays important role because one will not be able to express his/her idea correctly without mastering grammar. It is also supported by Larsen quoted by Brown who states grammar is one of the three dimensions of language that is interconnected.⁴ It means that grammar is important because it is the language that makes it possible to talk about language and with grammar mastery students will be able to construct some words to be new sentences or utterances easily.

A language consists of form, meaning, and context. Grammar tells us how to construct a sentence (word order, noun system, modifiers, phrases and clauses).⁵ It is

³Scott Thornbury, *How to Teach Grammar*, (Pearson Educational Limited, Edinburgh Gate 1999), P.25

⁴H. Douglas Brown, *Teaching by Principles: An Interactive Approach to Language Pedagogy*, (New Jersey: Practice Hall Regents Eaglewood Cliff), 1994, p.361.

⁵*Ibid*, p. 362.

in accordance to Larsen Freeman who state Grammar as a static product that consist of forms that are rule-governed, sentence level, absolute and constitute a closed system.⁶ From the statements above, it can be seen that grammar is considered as a system of a language rule used in context of communication. In teaching English as foreign language, teachers need to teach their students about grammar, because by mastering grammar the students will be able to speak up their ideas correctly and easier to comprehend the texts they read.

Brown said that grammar is the system of rules governing the conventional arrangement and relationship of words in a sentence.⁷ Furthermore, Cameron says that pedagogical grammars are explicit description of pattern, or rules in a language, presented in ways that are helpful to teachers and to learners.

Based on the statements above, it is clear that structure and grammar are considered as a system of the rules of the language that is used in context of communication. That is why, by mastering grammar the students will be able speak English or communicate with others correctly and English grammar determines how to construct words and at least it, especially for the students. It is the way for them to understand and develop their ability such as in speaking and writing.

⁶Diane Larsen-Freeman, *Teaching Language: From Grammar to Grammmaring. A Teacher Source book*, (Thomson Heinle, Canada, 2003), p.142.

⁷H. Douglas Brown, *Teaching by Principles: an Interactive Approach to Language Pedagogy*, (2nd Ed), (New York: Longman, 1994), p.361

2.3 The Concept of Game

According to Agoestyowati learning a new language should be fun, interactive and exciting. The use of games in a learning environment will not only change the dynamic of the class, but also rejuvenate students and help the brain to learn more effectively.⁸ She also says that game allow the students to work co-operatively, compete with each other, strategize, think in different way, compare and share knowledge, learn from other, learn from mistake, work in a less stressful and more productive environment and allow students to have fun. It is supported by Hadfield , he said that “game is an activity with rules, a goal and an element of fun”.

It means that, game is structural activity that can be used in teaching learning. It is usually undertaken for enjoyment and sometimes used as an educational tool. Game will make a student fun in studying; by using game can help teacher and students in creating a good environment in teaching and learning.

Based on Wright, Betteridge and Buckby that game can be found to give practice in all the skills (reading, writing, listening and speaking), in all stage of the teaching or learning sequence (presentation, repetition, recombination and free of language) and for many types of communication (e.g. encouraging, criticizing, agreeing,

⁸Redjeki Agoestyowati, *102 English Games*, (Jakarta: PT Gramedia Pustaka Utama, 2007), p.xii

explaining).⁹ It means that, game help and encourage many learners to make their interest and work. Game must entertaining and engaging, it also helps the teacher create context in language learning process. Caillouis defined a game as an activity that must have the following characteristics:

Table 2.
The Characteristics of Game

a)	Fun	The game activity is chosen for its light hearted character.
b)	Separate	It is circumscribed in time and place.
c)	Uncertain	The outcome of the activity is unforeseeable.
d)	Non-productive	Participant does not accomplish anything useful.
e)	Governed by rules	The activity has rules that are different from everyday life.
f)	Factionous	It is accompanied by the answer of different reality. ¹⁰

Source: Roger Callous, Characteristics of Game, 1989

Based on the statement above, Game gives a natural context for communication between students. Sometimes it is difficult to persuade the student to say anything in foreign language. In other that the teacher can use some games to teach some kinds of English lessons and make learning environment enjoy, fun and make the material that will be interested.

⁹Andrew Wright, David Betteridge and Michael Buck, *Game for Language Learning*, (New York: Cambridge University Press), 1994, p. 1.

¹⁰Roger Callous, *Characteristics of Game*, 1989, Available online at <http://www.Wikipedia.org/wikigame>. Accessed on March 20th 2016.

2.4 The Concept of Arranging Words Game

According to the Wise and Forrest said that a Arranging Word is mix up the letters of a real word but not 1(necessarily) in such a way as to spell another word. For example, “gfrein” it is a jumble of “finger” and “opson” it is a jumble of “spoon”.¹¹ It is supported by Hadfield, that arranging game is also sometimes called sequencing or ordering game, these are games where the players must acquire information and act on it in order to arrange the items in a specific. Items be arranged can be picture, card, etc. ¹² It means that, arranging words game is the game that is the words or the sentences in disorder or incorrect form and it is no meaning.

According to Agoestyowati that arranging words are:

1. Cut colorful cartoon paper in the shape of a rectangle or octagon.
2. Use one color for one sentence which consist of ten words. For example: “I like the city but I don’t like the pollution.
3. Write down on the red cutting paper:

Pollution	The	The	I	I	Like	Like	City	Don’t
-----------	-----	-----	---	---	------	------	------	-------

4. You can prepare it in several paper colors (it depends on how many groups).

¹¹Debra Wise and Sandra Forest, *Great Big Book of Children’s Game*, Mc, (New York: Graw Hill Professional, 2003), p. 83 .

¹²Jill Hadfield, *Intermediate Communication Game*, (Longman Ltd: Edinburgh Gate, 1996), p. vi

5. All groups must swap with each other. The groups will be given only three minutes to arrange the sentence into correct order, before the teacher gives the signal to swap sentences with another group.¹³

The students often make mistake in putting word into sentence. A sentence can be understood clearly if the words are arranged in good order. To know words order in a sentence, firstly the students have to know the sentence structure. It means the students must learn structure or grammar particularly about tenses. Arranging Word means word in disorder, it derives from a word “jumbled” that means confused mixture.

The students have to put the words in disorder become a good order or correct form so the sentence has the meaningful. Arranging words also mean a string of character is given the task is to find the entire meaningful sentence that can be created by rearrange its words. So arranging words game is a kind of technique will use in teaching simple past tense by allowing the students to arrange the jumble words into the right order.

¹³Redjeki Agoestyowati, *102 English Game*, (Jakarta: PT Gramedia Pustaka Utama, 2007), p.

2.5 The Advantages and Disadvantages of Arranging Words Game

There are some advantages and disadvantages of using Arranging Words game in English teaching. According to Millan, the advantages and disadvantages of Arranging Word game as follows:

2.5.1 The Advantages of Arranging Words Game

- a. By using this game, the students will have more motivation to learning English particularly in studying simple past tense.
- b. The students can explore their grammar.
- c. By doing the game repeatedly they will learn from the mistake that they make in the game, so they can remind the way or the formula automatically.
- d. The students will be more easy to understand sentences in simple past tense.¹⁴

Therefore, this technique is good enough to make the students have more motivation to learning English particularly in studying simple past tense, can explore their grammar, they can remind the way or the formula automatically and also more easy to understand sentence in simple past tense. The students learning a language can benefit from looking at the letters that make up a word and rearranging them so that they form a real word in the language she is studying.

¹⁴Millan, *Games for Teacher with Minimal Resources*, Available online at www.onestopenglish.com/games/arranging_word_game, accessed on November 2nd, 2016

2.5.2 The Disadvantages of Arranging Words Game

- a. This game can make the class noisy.
- b. This game can waste time of the class hour.¹⁵

Therefore, the teacher should create a discussion that makes the appeal of students and the teacher must manage the learning process as good as possible with considering time, subject and so on. Then the teacher must explain the students' mistakes in order to let the students know their mistakes and not make more mistakes.

2.6 The Concept of Tenses

In English, tenses are very important matter, because all occurrence, event, or action, which is a sentence must as according to time of happening. Some people who learn English feel difficulty in comprehending and getting real correct congeniality about tenses. Tenses is a grammatical category, typically marked on the verb that deictically refers to the time of the event or state denoted by the verb in relation to some other temporal reference point.¹⁶

Tense means time. However, it should be pointed out that time in relation to action is a concept that exist in the mind of the speaker, reader, or listener. Tenses in actual

¹⁵ *Ibid*

¹⁶ Rachmat, *Definition of Tense*, Available: http://www.sil.org/linguistics/glossary_of_linguistics_terms/what_is_tense.htm, accessed on March 8th 2016.

usage refers consistently only to grammatical form.¹⁷ It means that Tenses is one of important part of structure in English, in teaching learning English the teacher should make the students understand about tenses which are used to make them able to make sentence, because tense are a verb form that are used in certain time. So, it must be mastered by the students.

In learning English there are sixteen kinds of tenses. The writer used simple past tense, because simple past is difficult to understand by the students. The students find difficulties to remember the formula specially in learning simple past tense and got difficulties to make a sentence using simple past tense correctly.

2.6.1 The Concept of Simple Past Tense

The simple past tense is used to talk about activities or situations that began and ended in the past (e.g., yesterday, last night, two days ago, in 1999).¹⁸ It means that past tense refers to an activity that occurs in definite time in the past. It is in line with Frank who said that the simple past tense represents definite time, whether a time word is given or not. So simple past tense talks about an action or a situation that happened in the past whether there is a time signal or not.

¹⁷George E. Wishon and Julia M. Burks, *Let's Write English*, (Revised Ed), (New York: Litton Educational Publishing, 1980), p. 192

¹⁸Betty Schramper Azar, *Fundamental of English Grammar*, (3rd Ed), (Longman, Washington, 2003), p.25.

According to Thomson and Martinet, the simple past tense in regular verb is formed by adding – **ed** to infinitive, verb ending –**e** add –**d** only, the negative of regular and irregular verbs is formed with **did not** and the infinitive, the interrogative of regular and irregular verbs is form with **did** + subject + infinitive.¹⁹ It can be said that the simple past tense is formed by adding –**d/-ed** for being mastered by the students.

Meanwhile, Swam define, the simple past tense as the one most often used to talks about the past. It can be refer to short, quickly finished actions and events, to longer actions and situations, and to repeated happening.²⁰ The simple past is used to express the idea that an action started and finished at specific time in the past. Sometimes, the speaker may not actually mention the specie time, but they do have one specific time in mind.

From the several statements before, we can take the conclusion that the simple past tense is used to express the definite event in the past. Simple past tense is also used if the event happened completely in the past and time period has finished.

¹⁹A. J. Thomson and A. V. Martinet, *A Practical English Grammar*, (New York: Oxford University Press, 1998, p. 161.

²⁰Michael Swam, *Practical English Usage*, (New York: Oxford University Press, 1980), p.469.

2.6.2 Form of The Simple Past Tense

The simple past tense is used to talk about activities or situations that began and ended in the past (e.g., yesterday, last night, two days ago, in 1999). Below is the time signal of simple past tense:

Table 3.
The Time Signal in the Simple Past Tense:

Yesterday	An hour ago	This morning
Last week	Several days ago	In 2000
Last year	A year ago	A few minutes ago
Last night	A month ago	A few day ago
Two days ago	A moment ago	A week ago

Source: Betty Schramper Azar, Fundamental of English Grammar, 1996

The uses:

1. To indicate the completed activity in the past event and the time known.

For example; Mr. Tori lived in Palembang for two years.

2. To indicate the activity or situation began and ended at a particularly time in the past.

For example: Rafa visited me a few minute ago.

3. To indicate the habitual action in the past time.

For example: Celina never drank coffee.²¹

²¹Betty Schramper Azar, *Loc. Cit*

The simple past tense is used to express idea that an action started and finished at specific time in the past. There is some example for simple past tense in a sentence. It was described in the table 3 below:

Table 4.
Expressing Past Time: The Simple Past

a. Mary walked downtown yesterday.	The simple past is used to talk about activities or situations that began and ended in the past.
b. I slept for eight hours last night.	
c. Bob stayed home yesterday morning.	Most simple past verb are formed adding – ed to a verb, as in a, c, and d.
d. Our plane arrived on time.	
e. I ate breakfast this morning.	Some verbs have irregular past forms, as in b, e and f.
f. Susi took a taxi to the airport.	
g. I was busy yesterday.	The simple past form of be are was and were .
h. They were at home last night.	

Source: Betty Schramper Azar, Fundamental of English Grammar, 1996

From the explanation before, it can be concluded that the formula of verbal and nominal sentence as follows:

1. Verbal Sentence

a. Positive Form

Formulas: Subject + Past Tense (Verb 2) + O

For example: I – You – She – He – It – We – They **worked** yesterday.

b. Negative Form

Formulas: Subject + did + not + infinitive (Verb 1) +O

For example: I – You – She – He – It – We – They **did not** work yesterday

c. Interrogative Form

Formulas: Did + Subject + infinitive (Verb 1) + O

For example: **Did** I – You – She – He – It – We – they work yesterday?

2. Nominal Sentence

The past of be (Was/were)

a. Positive Form

Formulas: Subject + Was/Were + Complement

For example: I – She – He – It **was not (wasn't)** in class yesterday.

We – You – They **were not (weren't)** in class yesterday.

b. Negative Form

Formulas: Subject + Was/Were + not + Complement

For example: I – She – He – It **was in** class yesterday.

We – You – They **were in** class yesterday.

c. Interrogative Form

Formulas: Was/Were + Subject + Complement

For example: **Was** I – She – He – It in class yesterday?

Were we – You – They in class yesterday?²²

Based on the explanation above, students' simple past tense mastery in this research is their ability to construct correct sentences using the right form of time signal and verb, in verbal and nominal sentence in positive, negative, and mode sentences.

²²*Ibid.* p.26.

To make a sentence in the simple past tense, we use past form (V2) for positive statement and for negative statement, we use auxiliary did + based form (V1). The example of the past form and base form for regular and irregular verbs are in the following chart.²³

Table 5.
Example of Regular and Irregular Verb

	Simple Form	Simple Past	Past Participle	Present Participle
Regular Verb	Hope Stop Listen Study Start	Hoped Stopped Listened Studied Started	Hoped Stopped Listened Studied Started	Hoping Stopping Listening Studying Starting
Irregular Verb	Break Come Find Hit Swim	Broke Came Found Hit Swam	Broke Came Found Hit Swam	Breaking Coming Finding Hitting Swimming

Source: Betty Schramper Azar, *Understanding and Using English Grammar*, 1996

From the table above, simple past tense is an activity or situation began and ended at a particular time in the past, to indicate the habitual action in the past. In conclusions, the writer conclude that the students' simple past tense mastery is the students' ability to recognize and use simple past tense in positive, negative, and interrogative both verbal and nominal form by using the right kinds of formula and also using the time signals accurately.

²³Betty Schramper Azar, *Understanding and Using English Grammar*, (3rd Ed), (New York: Longman, 1999), p. 19.

2.7 Procedure of Teaching Simple Past Tense by Using Arranging Words Game

In teaching simple past tense by using Arranging Words Game, here are the steps:

1. Pre-Activity

- a. Teacher prepared everything use in the game. Teachers prepare the sentence that will be arrange by the students (sentence can be taken from any English book) and then, teacher cut colorful cartoon papers in the shape of a rectangle or octagon and uses one color for one sentence that consist of several words based on the sentence and writes down the words on the cutting paper.
- b. Teacher divided the students to some groups, it consist of 3-4 persons.
- c. Teacher explained what the students should do in the game.
- d. Teacher gave the example how to arrange the words in the simple past tense form.

2. While-Activity

- a. Each group will be given some papers in jumble and asks them to arrange the words into the correct sentences (each group will give 5 sentence).
- b. All groups gave 5 minutes to arrange the words, when the time was up the teacher ask the students to stop and collect their work in front of the table.
- c. Each group came in front of the class and presents the work.
- d. The correct answer will be given one point.
- e. The group who can finish early got five points.
- f. Who get much point that is a winner.

3. Post-Activity

- a. Teacher announced who the winner.
- b. Teacher took conclusion of all discussion.²⁴

In conclusion, arranging word means word in disorder, it derives from a word “jumble” that mean confused mixture. The students will put the word in disorder become a good order or correct form so the sentence has the meaningful. Arranging words also mean a string of character is given the task is to find the entire meaningful sentence that can be created by rearrange its words. So, arranging words game is a kind of technique used in teaching simple past tense by allowing the students to arrange the jumble words into the right order.

2.8 The Concept of Lecturing Technique

Lecturing technique is the most common technique of teaching in higher education and it is clearly an important activity for both staff and students. The purpose of lectures are different from those of small groups and laboratory sessions in that lectures are usually delivered to a large audience and are designed for specific purposes such as:

²⁴ Sri Dewi Astuti, *The Influence of Using Arranging Words Game toward Students' Simple Present Tense Mastery*, Bandar Lampung, IAIN Raden Intan Lampung, 2012, pp. 20-21, (S1 Thesis, Unpublished).

- a. presenting information
- b. clarifying topics and issues
- c. encouraging students to think about the topic
- d. creating interest
- e. providing students with the opportunity to benefit from the lecturer's experience and scholarship.²⁵

Lecturing technique is oral presentation intended to present information or teach people about a particular subject, for example by a university or college teacher.²⁶ In other words, lecturing technique is teaching technique where an instructor as a central focus of information transfers. It means that lecturing technique is the way of delivering and the knowledge which do by the teacher by oral explanation directly to the students.

In this research, the writer used lecturing technique to teach in the control class. Lecturing technique is a technique which used as the tool of oral communication between the teacher and the students to present information in teaching learning process.

²⁵Ken Stafford, *An Introduction to Lecturing*, (Canada: University of Canada , 1993), p.1

²⁶ Marine McGuire, *Teaching Technique*, 2005, Available Online <http://712educators.about.com/learningstyle/p/auditory-learn.html>, Accessed on November 3rd, 2016.

2.9 Procedure of Teaching Simple Past Tense Using Lecturing Technique

There are some procedures of teaching simple past tense using lecturing technique as follows:

- a. Plan the material.

The introductory should cover the goal for the students.

- b. Provide example.

- c. Summarize.

Students take notes during the teacher presented the materials.

- d. Check for understanding.

Make sure that the students understand about the materials and then ask to the students about the concepts presented.²⁷

The first step to teaching using lecturing technique is plan the material. The teacher must introduction the goal of the material for the students. The second step is providing example. The teacher gives the example to the students in order to the students more understand what should they do. The next step is summarizing. Students take note during the teacher presented the materials. And the last step is check for understanding. The purpose of this step is to make sure that the students understand about the materials and after that ask to the students about the concepts presented.

²⁷ *Teaching and Learning Center*, Available Online at: <http://oshu.edu/xd/education/teaching-and-learning-center/for-faculty/lecture-strategies.cfm>, Accessed on November 3rd, 2016.

2.10 The Advantages and Disadvantages of Lecturing Technique

There are some of advantages and disadvantages of lecturing technique as follows:

2.10.1 The Advantages of Using Lecturing Technique

- a) Facilitates large-class communication.
- b) Can complement and clarify text material.
- c) Can be used to arise the students' interest in a subject.
- d) Allows the teacher to precisely determine the goal of presentation.²⁸

Therefore, the writer used this technique to teach in the control class because this technique is good enough to teach there. This technique can be used to arise the students' interest in a subject and also allows the teacher to precisely determine the goal of presentation.

2.10.2 The Disadvantages of using Lecturing Technique

- a) The students are more passive than be active in class.
- b) Requires the teacher to have or to learn effective grammar skill.
- c) Encourages one-way communication.²⁹

²⁸Lecturing; *Advantages and Disadvantages of Traditional Lecturing Technique*, Available Online at <http://cirtl.net/node/2570>, Accessed on November, 3rd 2016

Therefore, to avoid the disadvantages above, teacher asked the students to make a group and every students of a group must make a note about the subject in order to the students are not passive in the class. The teacher also must apply communications so the class will be more active. The teacher can use language as communication. Language is a means of communication human being uses language to express idea, feeling and opinion.

2.11 Frame of Thinking

English is the first foreign language to be taught in junior high school up to university and as local content in elementary school. For most students whether they are students of junior high school, senior high school or University find some difficulties in learning English. Based on the preliminary research, the writer assumes that the students have difficulty in understanding grammar especially simple past tense. The writer has interviewed the English teacher about the result of teaching grammar especially in simple past tense.

She said that, most of Eight Grade students of SMPN 01 Gunung Terang Tulang Bawang Barat got difficulties to make a sentence using simple past tense correctly.

Beside that, the students find difficulties to remember the formula specifically in learning past tense verb are formed by adding –ed to a verb, whereas some verb have irregular past form. The writer also got information about the students grammar

mastery by doing interview with some students of the eight grade. They said that they felt lazy and less motivated to learn grammar. Consequently, the writer thinks that the teacher must have many new techniques in learning teaching process in order to the students can be more active and have motivation to learn grammar. A good teacher must be able to find a good way in teaching learning process in order that the students are enjoyable and feel challenged by material.

In this case, the writer is interested in increasing students' grammar mastery especially in simple past tense by using game in order that students will have motivation to learn grammar. Consequently, the teacher has to find out a technique that is relevant to the students' interest. Arranging Words game as a technique can motivates students to learn grammar especially simple past tense. By using Arranging Words game students can learn and remember the way or the formula because they have done repeatedly. This technique helps the students to concentrate and focus in while activity. The students also can express their ability in using Arranging Words game.

In this research, the writer used lecturing technique to teach in the control class. Lecturing technique is a traditional technique which used as the tool of oral communication between the teacher and the students to present information in teaching learning process. This way helped the students to know the function of

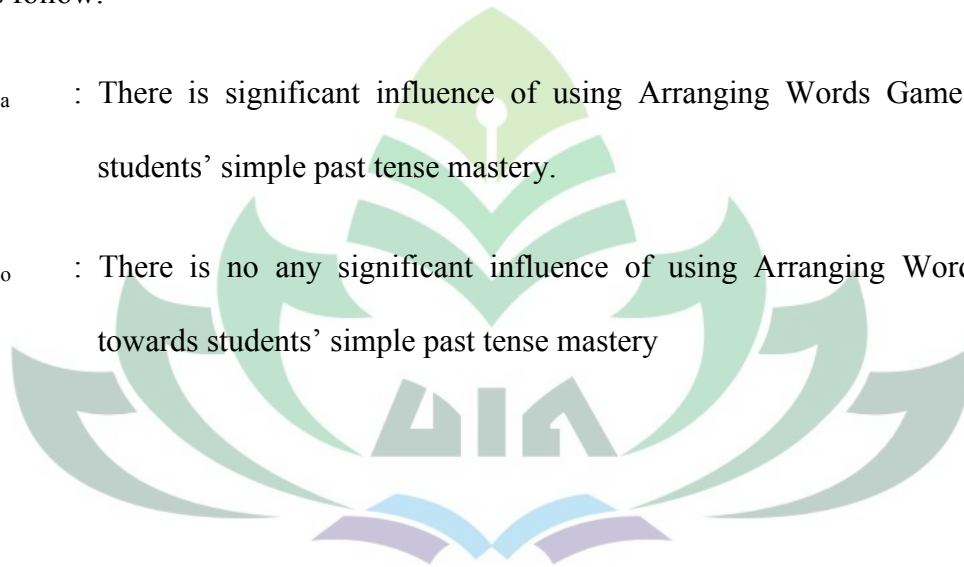
words in a sentences. Knowing the function of words in a sentence help them make meaningful sentence. Therefore the writer assumes that Arranging Words game will increase students' simple past tense.

2.12 Hypothesis

Based on the frame of thinking, the writer formulated the hypothesis of the research as follow:

H_a : There is significant influence of using Arranging Words Game towards students' simple past tense mastery.

H_o : There is no any significant influence of using Arranging Words Game towards students' simple past tense mastery



CHAPTER III RESEARCH METHODOLOGY

3.1 The Research Design

In this research, the writer used experimental design to conduct the research and to find out whether there is influence by using *Arranging Words* game and how will it increase the student's simple past tense mastery. Setiyadi points out that in true-experimental design there are some criteria, including control class, the subject of both control class and experimental class are chosen randomly, pre-test is given to know the students achievement before treatment.¹

The kinds of experimental design are pre-experimental design, true experimental design, factorial experimental design, and quasi experimental design,² in experimental design the writer used quasi experimental design. Quasi experimental design are similar to randomized experimental design in that they involve manipulation of an independent variable but differ in that subject are not randomly assigned to treatment groups. It means that the writer chose quasi experimental design because the writer randomized the class.

¹Ag Bambang Setiadi, *Teaching English as a Foreign Language*, (1st Ed), (Jakarta: Bina Aksara, 2006), p. 141

² Sugiyono, *Metode Pendidikan Pendekatan Kuantitatif, Kualitatif, dan R &D*, (Bandung: Alfabeta, 2013), p.108

The variety of quasi experimental design can be divided in to two main categories; they are pre-test only control groups design and post-test group design. In this research, the writers apply quasi-experimental pretest – posttest group design. Creswell state that we can apply the pre-test and post-test approach to a quasi-experimental design.³ The research design of the research is described as follows:

G1 = T1 X T2

G2 = T1 O T2

Notes:

G1 : experimental class

G2 : control class

T1 : pre-test

T2 : post-test

X : treatment by using Arranging Words Game

O: treatment by using Lecturing technique

The writer employed two classes of students, one class as the experimental class and the second class as the control class. In this research, the students in experimental class gave treatment by using Arranging Words game and the students in the control class explained simple past tense by using lecturing Technique. The pre-test and post-test conducted for control and experimental class.

³ John W. Creswell, *Educational Research : Planning Conducting and Evaluating Quantitative and Qualitative Research (4th Ed)*, (Boston: Person Education , 2012), p. 310

3.2 The Variable of the Research

There are two variables that investigated in this research, they are:

1. Independent Variable

The independent variable in this research is Arranging Words Game (X).

2. Dependent Variable

The dependent variable in this research is students' simple past tense (Y).

3.3 The Operational Definition of Variables

The operational definitions of variables are as follows:

1. Arranging words game is a kind of technique used in teaching simple past tense by allowing the students to arrange the jumble words into the right order.
2. The students' Simple Past Tense mastery is the students' ability to recognize and use Simple Past Tense in positive, negative, and interrogative both verbal and nominal form by using the right kinds of formula and also using the time signals accurately.

3.4 The Population , Sample , and Sampling Technique

3.4.1 The Population of the Research

The population is the total number of students' research.⁴ The population of the research is the students at the eighth grade of SMPN 01 Gunung Terang Tulang Bawang Barat in 2016/2017 academic year. The total number of population is 120 students consist of 4 classes.

Table 6.
The Total Number of the Students at the Eighth Grade of SMPN 01 Gunung Terang in 2016 / 2017 Academic Year .

No	Class	Total of Students		Total
		Male	Female	
1	VIII A	13	17	30
2	VIII B	15	15	30
3	VIII C	13	17	30
4	VIII D	11	19	30
Total				120

Source: The data of Students at the second semester of the Eighth Grade of SMPN 01 Gunung Terang Tulang Bawang Barat in 2016/2017 Academic Year.⁵

3.4.2 The Sample of the Research

According to Arikunto, the sample is a small group that covered from the population of the research. Based on total population consists of 120 students from 4 classes in the eighth grade. In the research the writer used two classes as the sample. The

⁴ Suharsimi Arikunto, *Prosedure Penelitian Sesuatu Pendekatan Praktek*, (Jakarta: Renika Cipta, 2010), p.172

⁵ *The data of Students at the first of the Eighth Grade*, SMP Taman Siswa Teluk Betung Bandar Lampung, 2015/2016 , *Unpublished*).

classes are VIII A and VIII B , One is the experimental class and the second class as control class.

3.4.3 The Sampling Technique of the Research

The writer took two classes as the sample of this research. One class is an experimental class and the second class as control class. In determining the experimental class and control class, the writer used cluster random sampling, in cluster sampling the unit of sampling is used when it is more feasible to select groups of individual rather than individuals from a defined population. In the research, the writer used cluster random sampling technique because the population is in groups and homogenous.⁶ Setiyadi adds that, to determine sample in cluster sample can be done by using sample random or systematic sample.⁷

The way to determine the experimental and control class in cluster random sampling is the name of classes (class VIII A and VIII B) was written in small piece of paper and the pieces paper rolled and put into box after that the box shaken and the writer took the first class as experimental class, and then the second class as the control class. The result was the VIII A as an experimental class and VIII B as the control class.

⁶ Sugiyono, *Metode Penelitian Pendidikan*, (Bandung: Alfabeta, Bandung, 2010), p. 120

⁷Bambang Setiyadi, *Metode Penelitian untuk Pengajaran Bahasa Asing Pendekatan Kualitatif and Kuantitatif*, (Yogyakarta:Graha Ilmu, 2006), p.42

3.5 The Data Collecting Technique

In the collecting data, the writer used the following techniques:

1. Pre – test

The writer gave pre-test in order to find out the students' score in simple past tense before treatment given and to diagnose individual specific strength and weakness in simple past tense.

2. Post - test

The writer gave post-test to know the students' simple past tense mastery after they are taught using *Arranging Words* game and to know whether there is positive influence of the use *Arranging Words* game towards students' simple past tense mastery or not.

3.6 The Research of Instrument

The instrument was used in collecting the data is test. Test is a series of questions or exercise and other tools that used to measure skill, knowledge intelligence, ability or talent possessed by individual or group.⁸ The test consist of 40 items, the writer used multiple choice with four options a, b, c, and d. The test consist of simple past tense with positive, negative, and interrogative form, the use of verbal and nominal

⁸ Suharsimi Arikunto, *Prosedure Penelitian Suatu Pendekatan Praktik*, (Jakarta: Rineka Cipta, 2010), p. 193

sentence in simple past tense and time signals. Specifications of the simple past tense test in pre-test and posttest are as follows:

Table 7.
The Specification of Pre-test before Try Out Test

Subject	(+)	(-)	(?)	Odd	Even	Number (Odd)	Number (Even)
Verbal	4	9	7	8	12	1, 3, 9, 21, 25, 31, 37, 39	2, 4, 6, 8, 10, 12, 14, 28, 30, 32, 35, 38
Was	4	2	-	3	3	11, 27, 29	18, 20, 22
Were	2	1	2	4	1	5, 13, 15, 19	34
Time Signal	7	2	-	4	5	7, 17, 23, 33	6, 12, 16, 24, 36
Total	17	14	9	19	21	19	19
	40			40		40	

Based on table, there are classifications of the test items, there are in verbal: 20 items (verbal in positive: 4 items, verbal in negative: 9 items, verbal in interrogative: 7 items), in odd numbers there were 1, 3, 9, 21, 25, 31, 37, 39 and n even numbers there were 2, 4, 6, 8, 10, 12, 14, 28, 30, 32, 35, 38. Then, in nominal was: 6 items (was in positive: 4 items, was in negative: 2 items), in odd numbers there were 11, 27, 29 and in even number there were 18, 20, 22. Then, in nominal were 5 items (were in positive: 2 items, were in negative: 1 items, were in interrogative: 2 items), in odd numbers there were 5, 13, 15, 19 and in even number was 34. Then, in time signal: 9 items (time signal in positive: 7 items, time signal in negative: 2 items), in odd number there were 7, 17, 23, 33 and in even numbers there were 6, 12, 16, 24, 36. He total numbers of the test items are 40 items.

Table 8
The Specification of Post-test before Try out Test

Subject	(+)	(-)	(?)	Odd	Even	Number (Odd)	Number (Even)
Verbal	6	7	8	12	9	1, 3, 7, 9, 17, 21, 23, 25, 29, 33, 37, 39	2, 6, 10, 22, 26, 32, 34, 36, 38
Was	4	1	1	3	3	19, 27, 35	8, 12, 30
Were	2	1	1	2	2	14, 28	11, 15
Time signal	8	1	-	3	6	5, 13, 31	4, 16, 18, 20, 24, 40
Total	20	10	10	20	20	20	20
	40			40		40	

Based on the table, there are classifications of the test items, there are in verbal: 21 items (verbal in positive: 6 items, verbal in negative : 7 items, verbal in interrogative : 8 items), in odd numbers there were 1, 3, 7, 9, 17, 21, 23, 25, 29, 33, 37, 39 and in even numbers there were 2, 6, 10, 22, 26, 32, 34, 36, 38. Then, in nominal was: 6 items (was in positive: 4 items, was in negative: 1 items, was in interrogative: 1 items), in odd numbers there were 19, 27, 35 and in even numbers there were 8, 12, 30. Then, in nominal were: 4 items (were in positive: 2 items, were in negative: 1 items, were in iinterrogative: 1 items), in odd numbers there were 14, 28 and in even numbers there were 11, 15. Then , in time signal: 9 items (time signal in positive: 8 items, time signal in negative: 1 items), in odd numbers there were 5, 13, 31 and in even numbers there were 4, 16, 18, 20, 24, 40. The total numbers of the test items are 40 items.

Table 9
The Specification of Pre-test after Try out Test

Subject	(+)	(-)	(?)	Odd	Even	Number (Odd)	Number (Even)
Verbal	2	3	5	5	5	1, 9, 25, 35, 37	14, 28, 30, 32, 38
Was	1	1	1	1	2	11	18, 40
Were	2	-	1	2	1	5, 15	34
Time signal	3	1	-	3	1	7, 17, 35	26
Total	8	5	7	11	9	11	9
	20			20		20	

Based on the table, there are classifications of the test items, there are in verbal: 10 items (verbal in positive: 2 items, verbal in negative : 3 items, verbal in interrogative : 5 items), in odd numbers there were 1, 9, 25, 35, 37 and in even numbers there were 14, 28, 30, 32, 38. Then, in nominal was: 3 items (was in positive: 1 items, was in negative: 1 items, was in interrogative: 1 items), in odd numbers there were 11 and in even numbers there were 18, 40. Then, in nominal were: 3 items (were in positive: 2 items, and were in interrogative: 1 items), in odd numbers there were 5, 15 and in even numbers there were 34. Then , in time signal: 4 items (time signal in positive: 3 items, time signal in negative: 1 items), in odd numbers there were 7, 17, 35 and in even numbers there were 26. The total numbers of the test items are 20 items.

Table 10.
The Specification of Post-test after Try out Test

Subject	(+)	(-)	(?)	Odd	Even	Number (Odd)	Number (Even)
Verbal	5	3	4	8	4	1, 3, 9, 21, 23, 25, 37, 39, 21	10, 26, 36, 32
Was	1	1	-	1	1	35	6
Were	1	1	1	2	1	11, 15	28
Time signal	3	-	-	-	3	-	16, 20, 24
Total	10	5	5	11	9	11	9
	20			20		20	

Based on the table, there are classifications of the test items, there are in verbal: 12 items (verbal in positive: 5 items, verbal in negative : 3 items, verbal in interrogative : 4 items), in odd numbers there were 1, 3, 9, 21, 23, 25, 37, 39, 21 and in even numbers there were 10, 26, 36, 32. Then, in nominal was: 2 items (was in positive: 1 items and was in negative: 1 items), in odd numbers there were 35 and in even numbers there were 6. Then, in nominal were: 3 items (were in positive: 1 items, were in negative 1 items, and were in interrogative: 1 items), in odd numbers there were 11, 15 and in even numbers there were 28. Then , in time signal: 3 items (time signal in positive: 3 items) and in even numbers there were 16, 20, 24. The total numbers of the test items are 20 items.

3.7 Research Procedure

The procedures of the research are as follows:

1. Planning

Before the writer applies the research procedure, the writer made some planning to run the application well. There are some steps that should be planned by the writer.

The procedures of making planning of this research are as follows:

a. Determining the subject

The writer determined the subject of the research is the students in second semester of in Eighth Grade of SMPN 01 Gunung Terang. One class as the experimental class and the second as the control class.

b. Selecting Material

The writer selected the material based on curriculum for Junior High School.

c. Preparing the Try Out

The writer prepared a kind of try out test that given to the students. The writer prepared try out test for pre-test and post-test, the total number of test is 40 number items. Then, the writer evaluated the test items to get good items that tested in pre-test and post-test.

d. Preparing the Pre-test

The writer prepared a kind of pre test that given to the students. The writer used the test items which have already been tried out before.

e. Determining the Material to be Taught

The writer determined the material that taught to the students, the material is Simple Past Tense.

f. Preparing the Post-test

The writer prepared a kind of post-test that given to the students. By giving the post-test, the writer knew whether the students improve their Simple Past Tense mastery or not.

2. Application

After making the planning, the writer tried to apply the research procedure has been already planned. There are some steps in doing this research:

a. Try Out to the Test

In the first meeting the writer gave the try out, this test is multiple choices that consist of 40 items with 4 options a, b, c, and d. There are two instruments to be tried out, there are pre-test and post-test instruments given to the students outside of sample but in the same population.

b. Administering the Pre-test

In the second meeting, the writer gave pre-test, the test was multiple choice with 4 options a, b, c, and d. The total number of test items is determined by the validity and reliability analysis of the try out. It means that only the valid and reliable test items used in pre-test.

c. Conducting the Treatment**1. Treatment For Experimental Class**

After giving the pre-test to the students, the writer conducted the treatment in experimental class. There are three meeting in experimental class. The experimental class was given treatment by using *Arranging Words* game. In the first meeting, the writer started teaching simple past tense teaching by using *Arranging Words* game. Some students knew simple past tense but they were still confused. So the writer gave explanation what simple past tense and reminded them about the formula of it. The students was explained about the formula in simple past tense in verbal sentence form. The students were given an exercise to increase the students' understanding. In the second meeting, the writer continued the teaching about the use simple past tense in nominal sentence by using *Arranging Words* game. The students were given an exercise to increase the students' understanding. The students looked interested in teaching learning process. In the third meeting, the writer taught about simple past tense in verbal and nominal sentence form still by using *Arranging Words* game, it aims to increase students' understanding about simple past tense.

2. Treatment for Control Class

The writer taught by using lecturing technique. There are three meeting in control class. The experimental class was given treatment by using lecturing technique. In the first meeting the writer explained about lecturing technique to the students before the class started. In the first meeting the writer explained about lecturing technique to the students before the class started. In the first meeting the writer started teaching the formula of simple past tense in verbal sentence form by using lecturing technique. In the second meeting, the writer continued the teaching about the use simple past tense in nominal sentence by using lecturing technique. The students were given an exercise to increase the students' understanding. In the last meeting, the teaching learning was focused on the practice about simple past tense in verbal and nominal sentence form. In each meeting, the students were given an exercise.

d. Administering the Post-Test

The writer gave the post-test, the test was multiple choices with 4 options a, b, c and d. The total number of the test is determined by the validity and reliability analysis of the try out. It means that only the valid and reliable test items used in post-test.

3. Reporting

The last point in the research procedure is reporting. There are three steps which are done in reporting. The steps are as follows:

- a. Analyzing the data that is already received from try out
- b. Analyzing the data that is already received from pre-test and post-test
- c. Making a report on the findings.

3.8 Scoring System

Before getting the score, the writer determined the procedure to be used in scoring the students' work. In order to do that, the writer used Arikunto's formulas.⁹ The ideal highest score is 100. The scores of pre-test and post-test will be calculated by using the following formula:

$$S = \frac{r}{n} \times 100$$

Notes;

S: The score of the test

r: The total of the high answer

n: The total items¹⁰

⁹ Suharsimi Arikunto, *Dasar-Dasar Evaluasi Pendidikan*, (Jakarta: Bina Aksara, 1989), p. 271

3.9 Validity and Reliability of Test

To know whether the test is good or not, some criterion should be considered. The criteria of a good test are validity (content validity and construct validity) and reliability.

3.9.1 Validity of Test

Validity is a matter of relevance. The test can be said valid if the instrument items can be used to measure should be measured.¹¹ It means that the test instrument of the English teacher must master the test has good validity or not, the writer used the content, construct and internal validity.

a. Content Validity

Content validity found by relating material of the test curriculum of Junior High School. It means that the writer gave the test to the sample based on the curriculum in the school.

b. Construct Validity

Construct validity focuses on the kind of the test that used to measure the ability. It means that the test can measure what needs to be measured English teacher considered the aspects of instrument on validity form. The test items should really measure the simple past tense. In this research, the writer administered multiple

¹¹ Suharsimi Arikunto, *Prosedure Penelitian Suatu Pendekatan Praktek* (Jakarta: Rineka Cipta, 2010), p.271

choice test. To know whether the test has obtained construct validity or not, the writer consulted the instrument to the English teacher Neiny Meilinda Sary, S.Pd. The English teacher considered the aspects of instrument on validity form (See appendix 31)

c. Internal Validity

To measure whether the test has a good validity, the writer used the content validity and construct validity. These two validities are considered to be minimum requirements.

The formula for the validity is as follows:

$$R_{pbis} = \frac{(M_p - M_t)}{SD_t}$$

Where:

R _{pbi}	= coefficient of validity item
M _p	= the average score of the right answer
M _t	= the average of total score
SD _t	= standard deviation of total score
p	= proportional of the students who get right answer
q	= proportional of the students who get wrong score ¹²

¹²Anas Sudijono, *Pengantar Evaluasi Pendidikan*, (Jakarta: Rajawali Press, 2006), p.185

To get internal validity the researcher used Point Biserial correlation formula. In using this formula the writer did until 3 steps. The aim was to find the valid of the test items that can be used to collect the data of the research. In the first step of pre-test try out, there were 17 items considered invalid. They were the items number 2, 3, 4, 8, 10, 12, 16, 19, 20, 21, 22, 23, 24, 27, 29, 31, and 36. After dropping those invalid items, the researcher did the second step of pre-test try out calculation. In this step 3 items were found invalid. They were 6, 13 and 39 the items number. Then, the writer came to the third step and found no single item which was considered invalid. Finally the total valid items in pretest try out were 20 items. (See Appendix 7, 8 and 9).

While in the first step of the post-test try out, there were 17 items considered invalid. They were the items number 4, 5, 7, 12, 13, 14, 17, 18, 22, 27, 29, 30, 31, 33, 34, 38, and 40. After dropping those invalid items, the researcher did the second step of post-test try out calculation. In this step 3 items were found invalid. They were the items number 2, 8, and 19. Then, the researcher came to the third step and found no single item which was considered invalid. Finally the total valid items in post-test try out were 20 items. (See Appendix 10, 11 and 12).

3.9.2 Reliability of the Test

Reliability shows that an instrument can be delivered to be used as a tool of data collecting technique when the instrument is good enough.

Here is the formula:

$$R_{11} = \left(\frac{\sum p \cdot q}{k} \right) - \left(\frac{\sum p^2}{k} \right)$$

Where:

- r_{11} = reliability of the test
- k = total items
- V_t = total of variance
- \sum = Sum of p time q
- P = total of the students who get right in the test
- q = total of the students who get wrong in the test ($q = 1 - p$)

Arikunto stated that, the criteria of reliability test are:

0.800 – 1.00 : Very high Reliability

0.600 – 0.800 : High Reliability

0.400 – 0.600 : Medium Reliability

0.200 – 0.400 : Low Reliability

0.0 – 0.200 : Very Low Reliability¹³

From the criteria of reliability above, it can be drawn a conclusion that the result of reliability for pre-test has a high reliability since it amounts to 0.77 and the result of

¹³ Ibid. p.276

reliability for post-test has a high reliability because it amounts to 0.82. It means that reliability of the test in the research are reliable. (See Appendix 13 and 14).

3.10 The Data Analysis

3.10.1 Normality Test

The writer used normally test to measure whether the data in the experimental class and control class were normality distributed or not. In this case, the writer used *Liliefors*.¹⁴ The data have normal distribution if $L_{critical} > L_{observed}$.

The hypotheses for the normality test are formulated as follows:

H_a : the data are normally distributed.

H_o : the data are not normally distributed.

The criteria are as follows:

Accept : H_a if $L_{observed} < L_{critical}$

Refuse : H_a if $L_{observed} > L_{critical}$

¹⁴ Sudjana, *Metode Statistika*, (Bandung: Tarsito, 2005), p.466

3.10.2 The Homogeneity Test

The Homogeneity test was done in order to know the resemblance among population.

The formula for the homogeneity is as follows:

$$F = \frac{S_1^2}{S_2^2}$$

Where:

F : Homogeneity

S_1^2 : The highest variance

S_2^2 : The lowest variance.¹⁵

The criteria for the homogeneity test are as follows:

H_0 : is refused, if the score of $F_{\text{observed}} > F_{\text{critical}}$

H_a : is accepted, if the score of $F_{\text{observed}} < F_{\text{critical}}$

The hypotheses are:

H_a : the data have homogeneous variances

H_0 : the data do not have homogeneous variances

¹⁵*Ibid.* p.249

3.10.3 Hypothetical Test

The data were analyzed by using T-test in order to know the significant of the treatment effect. The T-test formula is:

$$t = \frac{\sum X_2 - \sum X_1}{\sqrt{\frac{\sum Y_2^2 - (\sum Y_2)^2}{N_2} + \frac{\sum Y_1^2 - (\sum Y_1)^2}{N_1}}}$$

Where :

- t = t-test
- M = Mean of scores of each group
- N = The total number of students
- X = Deviation each score X_2 and X_1
- Y = Deviation each score Y_2 and Y_1 .¹⁶

The hypotheses of this research are :

H_a : There is a significant influence of using *Arranging Words* game towards students' grammar mastery simple past tense in the second semester of

Eighth Grade of SMPN 01 Gunung Terang Tulang Bawang Barat.

H_o : There is no significant influence of using *Arranging Words* game towards students' grammar mastery simple past tense tense in the second semester of

Eighth Grade of SMPN 01 Gunung Terang Tulang Bawang Barat.

¹⁶Suharsimi Arikunto, *Dasar Dasar Evaluasi Pendidikan*, Bina Aksara, Jakarta, 1989, pp. 311-312

The criteria of the test were:

H_a : is accepted if the score of t_{observed} is higher than t_{critical} , or ($t_{\text{observed}} > t_{\text{critical}}$)

H_o : is refused, if the score of t_{observed} is lower than t_{critical} , or ($t_{\text{observed}} < t_{\text{critical}}$)



CHAPTER IV

RESULT AND DISSCUSSION

4.1 The Result of the Analysis

The research was aimed to know whether there is significant influence of using *Arranging Words* game toward students' simple past tense mastery at the second semester of the eighth grade of SMPN 01 Gunung Terang Tulang Bawang Barat in 2016/2017 academic year. The total number of sample was 60 students, two classes were chosen as control class and experimental class.

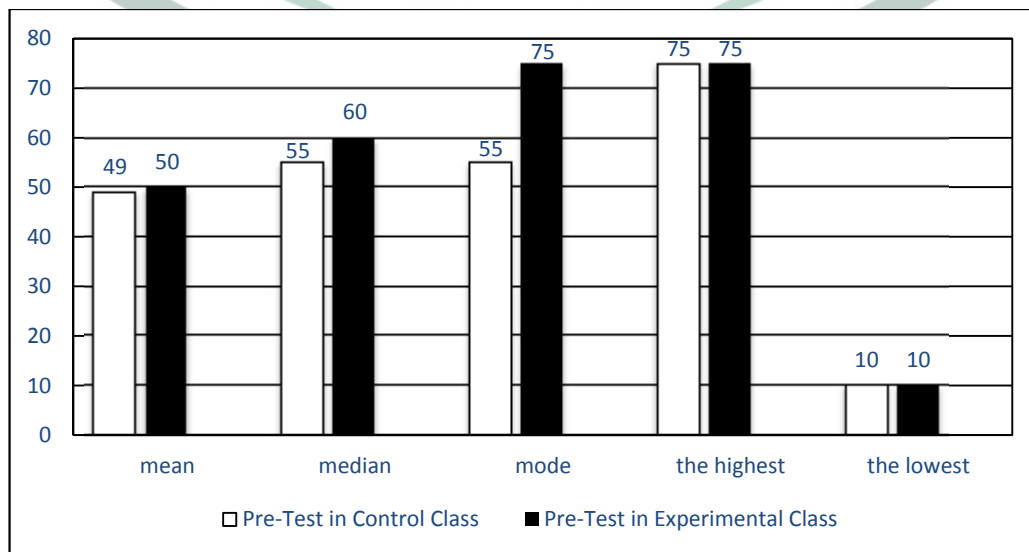
The instrument of this research was test. Pre-test consisted of 20 multiple choice items and post-test consisted of 20 multiple choice items with four options (a, b, c, d). Pre-test was conducted previously on January 19th, 2017 at 07.30 a.m for class VIII A as the experimental class and on January 20th, 2017 at 10.30 a.m for class VIII B as the control class. The pre-test was administrated in order to see the students' simple past tense mastery.

After conducting the three meetings of using *Arranging Words* game, the writer gave the post-test to the sample. The post-test was conducted on February 2nd, 2017 at 07.30 a.m for the experimental class (VIII A) and on February 3rd, 2017 at 10.30 a.m for control class (VIIB).

4.2 The Result of Pre-test

Based on the distribution of the students score of pre-test in experimental class, there were 20 students (66.67%) who got score less than 70 and 10 students (33.33%) who got score more than or equal to 70. The analysis showed that the mean score was 50. The highest score was 75 and the lowest was 10. The median score was 60 and the mode score was 75 in which there were 6 students. (See Appendix 19).

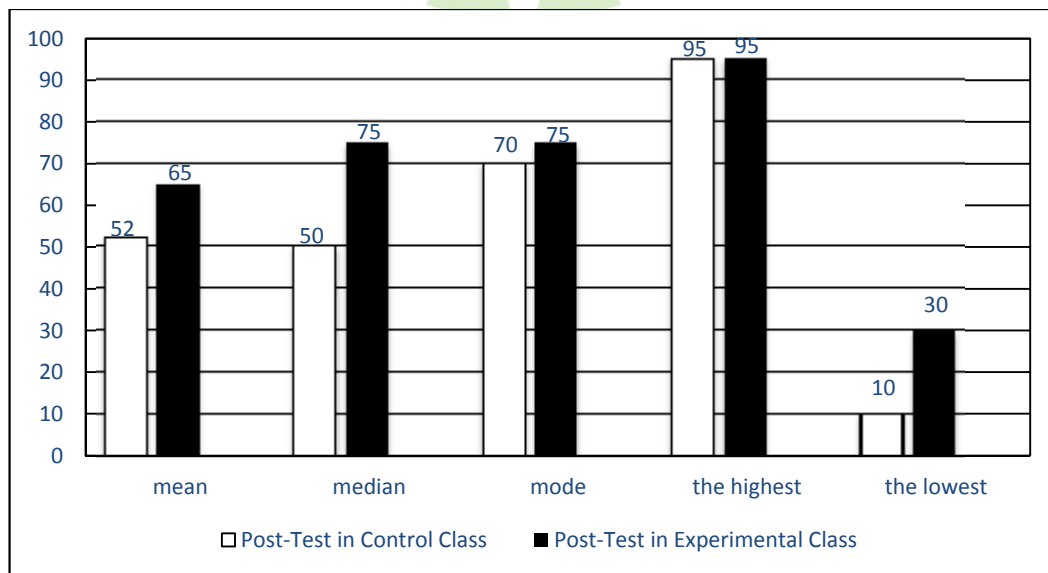
Meanwhile, the distribution of the students score of pre-test in control class showed that there were 23 students (76.67%) who got score less than 70 and 7 students (23.33%) who got more than or equal to 70. Besides, the analysis showed that the mean score was 49. the highest score was 75 and the lowest score was 10. The median score was 55 and the mode score was 55 in which there were 6 students. (See Appendix 19).



Graphic of the Result of Pre-Test in Experimental Class and Control Class

4.3 Result of Post-test

After the treatments that were given to students, the result of post-test in experimental and control class got increased. In experimental class, the distribution of the students score showed that there were 13 students (43.33%) who got score less than 70 and 17 students (56.67%) who got score more than or equal to 70. Based on the analysis, the mean score was 65. The highest score was 95 and the lowest was 30. The median score was 75 and the mode score was 75 in which there were 7 students (See Appendix 19).



Graphic of the Result of Post-Test in Experimental Class and Control Class

On the other hand, the distribution of the students score of post-test in control class showed that there were 16 students (53.33%) who got score less than 70 and 14 students (46.67%) who got score more than or equal to 70. The analysis showed that

the mean score was 52 the highest score was 95 and the lowest score was 10. The median score was 50 and the mode score was 70 in which there were 5 students. (See Appendix 19).

Based on the result pre-test and post-test score, there was influence between the experimental class and the control class where the pre-test and post-test score of the experimental class were higher. It can be seen from the mean in pre-test in experimental class was 50 and the mean score of pre-test in control class was 49.

The mean of students' post-test score in experimental class was 65 and the mean of students' post-test score in control class was 52 (See Appendix 19). From the data analysis, it was found that the result of t-test was 3.7 (See Appendix 22). This result then was consulted to the score of $t_{critical}$ (level of significance). In this case the level of significant 0.05 was 1.67. H_0 is refused, if the score of $t_{observed} > t_{critical}$. From the analysis, the score of $t_{observed}$ was greater than $t_{critical}$ ($3.7 > 1.67$). It means that H_0 is rejected and H_a is accepted. It means that the treatments had influence of using *Arranging Words* game towards students' simple past tense mastery because the alternative hypothesis is accepted.

4.4 The Result of Normality Test

Based on the calculation, the scores of normality test of pre-test of both control and experimental class were as :

$L_{observed}$ pre-test of control class was 0.121

L_{observed} pre-test of experimental class was 0.136

Based on the *liliefors* table. It is found that L_{critical} for 30 students with $\alpha = 0.05$ is 0.161. Therefore, it can be concluded that the data above are in the normal distribution because L_{observed} (0.121) was $< L_{\text{critical}}$ (0.161) in control class and L_{observed} (0.136) was $< L_{\text{critical}}$ (0.161) in experimental class. While the score of normality test of post-test of both control and experimental class were as follows:

L_{observed} post-test of control class was 0.111

L_{observed} post-test of experimental class was 0.142

Based on the *liliefors* table. It is found that L_{critical} for 30 students with $\alpha = 0.05$ is 0.161. Therefore, it can be concluded that the data above are in the normal distribution because L_{observed} (0.111) was $< L_{\text{critical}}$ (0.161) in control class and L_{observed} (0.142) was $< L_{\text{critical}}$ (0.161) (See Appendix 15-18).

4.5 The Result of Homogeneity Test

From the data gained, the homogeneity test of control class was 1.50 and experimental class was 1.34. The result above was to be consulted to *fisher* table, it was found that F_{critical} of $0.05(29,29) = 1.84$. The data came from homogenous data provided $F_{\text{observed}} < F_{\text{critical}}$. It means that the variance of the data were homogenous (see appendix 20).

4.6 The Result of Hypothetical Test

The result of the T-test was 3.7 while the df (number of sample from both control and experimental classes subtracted by 2) was 58. So, that the result of level of significant 0.05 is 1.67-1.68. If $t_{observed} \geq t_{critical}$ H_a was accepted because $3.7 \geq 1.67-1.68$. So in this case, H_a was accepted. Then, it could be assumed that there was influence of using *Arranging Words* game towards students' simple past tense mastery. (See Appendix 22). Then it could be assumed that there was significant influence of using *Arranging Words* game towards students' simple past tense mastery.

4.7 Discussion

Based on the finding of the research, the students found difficulties to learning past tense especially to remember the formula and make a sentence correctly. The writer also got information about the students' grammar mastery by doing interview with some students of the eighth grade. They said that they felt lazy and less motivated to learn grammar especially simple past tense. Consequently, the writer thinks that the teacher must have many new techniques in learning teaching process in order for the students to be more active and have motivation to learn grammar.

The pre-test was administered to know students' achievement in simple past tense before they were given treatments by the writer. After getting the treatments and post-test was conducted it was found that there were significant differences between the experimental class and the control class where the post-test score of the experimental

class was higher. It could be seen from the mean in pre-test score of control class was 49 and in the post-test was 52. While the mean of pre-test score of experimental class was 50 and in the post-test was 65. It means that the most improved was in the experimental class. The result of the data analysis showed that the use of *Arranging Words* game in simple past tense seem to be applicable for the eighth grade of SMPN 01 Gunung Terang Tulang Bawang Barat. The game encouraged the student to be more active and motivated in teaching grammar especially simple past tense it was also supported by hadfield.

There were differences in the students' outcome that was taught using *Arranging Words* game between those who taught without *Arranging Words* game. It could be seen in teaching learning process . they were as follows:

1. In the experimental class

When the writer taught using *Arranging Words* game it made the students more interested in learning. It was according Haldfield, *Arranging Words* game is also sometime called sequencing or ordering game. The use of game in a learning environment not only change the dynamic of the class but also the students to be more active and motivated and help the brain to learn more effectively. Beside that, this game can help teacher and students in creating a good environment in teaching and learning.

2. In the control class

Lecturing technique was use by the writer to teach grammar in control class. The writer gave three treatment by using lecturing technique. According to Marine, lecturing technique is teaching teaching tehniqne when an instructor as a central focus of information transfers. It means that lecturing technique is the way of delivering and the knowledge which do by the teacher by oral explanation directly to the students. The first step to teaching using lecturing technique is plan the material. The teacher introduction the goal of the material for the students. The second step is providing example, the teacher gives the example to the students in order to the students more understand what should they do. The next step is summarizing. The student seem bored with it because they had to open their dictionary all the time to get the meaning of the difficult words. It made them difficult gave them some question.

Based on the stetemnt above it could be seen that there was difference between the students who were taught by using *Arranging Words* game and those who were taught by using lecturing technique. However, that different achievement between the students who were taught by using *Arranging Words* game and who were taught by lecturing technique in grammar especially simple past tense gave the influence for the result of the students post-test score. The average of students post-test score in experimental class was 95 and the average of students post-test in control class was

75. It can be concluded that the students' post-test score in experimental class is higher than students' post-test score in control class.

Therefore, the writer assumed that the *Arranging Words* game could be used for grammar especially simple past tense to guide students in making a sentence. Correctly, it was supported by Agoestyowati who says that game is structural activity that can be used in teaching learning. It is usually undertaken for enjoyment and sometimes uses as educational tool. Game will make a students fun in studying by using game can help teacher and student in creating a good environment in teaching and learning. So, the writer investigated the influence of using *Arranging Words* game towards students simple past tense mastery.

Based on the result of the students' score after the treatment by using *Arranging Words* game, the writer's assumption and supporting theory were proved. So, the writer concludes that there was influence of using *Arranging Words* game towards students simple past tense mastery at the second semester of the eighth grade of SMPN 01 Gunung Terang Tulang Bawang Barat in 2016/2017 academic year.

CHAPTER V

CONCLUSION AND SUGGESTION

5.1 Conclusion

From the description of the hypothesis test, the writer is able to make conclusion as follow; there is a significant influence of using *Arranging words* game towards students' simple past tense mastery. It is supported by result of T-test where t_{observed} is 3.7 and the t_{critical} is 1.67-1.68. In other words to observed, is higher than t_{critical} ($3.7 > 1.67$).

5.2 Suggestion

Based on the result of the research that was conducted, the writer would like to give some suggestion of this research, as follows:

5.2.1 Suggestion for the Teacher

The teacher should be able to find many ways to improve students' simple past tense mastery and able to play it. The teacher can use *Arranging Word* game to improve students' simple past tense mastery because it is enjoyable and can motivate the students. The teacher should give motivations to the students in order to them to do several practices in making the sentence in a real situation.

5.2.2 Suggestion for the Students

The students should learn and be more seriously in learning English in order to develop and increase their ability. The students should practice to use English in their daily activity, with language they have learned with their environment even with their friends or teacher. The students also should have motivation to learn English in order to move their English ability. The students have to practice make the sentences especially in simple past tense. The students should be more active in learning English. Never give up in study English and practice English as much as possible.

5.2.3 Suggestion for the School

The school provides more English books and some teaching media to support the English teacher, moreover the students in teaching learning process. The school should provide facilities or other media that can be used by the teacher to increase their ability in English.

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Appendix 7

The First Step of Pre-test Try Out

No	Students	1	2	3	4	5	6	7	8		10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40		X	X2		
1	ASR	0	1	1	0	0	0	0	0	0	1	0	0	0	0	0	1	0	0	0	0	0	1	0	0	0	0	0	1	0	1	0	0	0	0	0	0	0	0	0	7	17.5	306.25			
2	AP	0	1	1	1	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	1	0	0	0	1	0	0	1	0	1	0	0	0	0	0	0	0	0	0	0	9	22.5	506.25			
3	AD	0	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	4	10	100			
4	ARM	1	0	0	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	0	1	1	0	1	1	1	1	1	0	1	1	0	1	1	1	1	1	1	1	1	1	30	75	5625		
5	AK	0	0	0	1	0	1	0	0	0	0	1	0	1	1	1	1	1	0	1	1	0	1	0	1	0	1	0	0	0	0	0	0	0	0	1	0	0	0	0	13	32.5	1056.3			
6	BK	0	1	1	0	0	0	1	0	1	0	1	0	1	1	1	1	0	1	0	1	1	1	1	0	0	1	1	1	0	1	1	1	0	0	1	0	0	0	0	19	47.5	2256.3			
7	DK	1	1	1	0	1	0	1	0	1	0	1	0	0	1	0	0	1	0	0	1	0	0	1	1	0	0	1	0	0	1	1	1	1	1	1	1	1	1	1	1	25	62.5	3906.3		
8	DDS	0	1	1	0	0	0	1	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	1	0	0	1	0	0	1	0	1	0	0	0	0	0	11	27.5	756.25		
9	ENS	1	0	0	1	0	0	1	0	0	1	0	1	0	0	1	0	1	1	1	1	1	0	1	0	1	0	1	0	1	1	1	1	1	1	1	0	0	0	1	0	22	55	3025		
10	FAW	1	1	1	0	0	1	0	1	1	0	1	1	1	1	1	0	1	0	1	1	0	1	1	1	1	1	1	0	1	1	1	1	1	1	0	1	0	0	0	24	60	3600			
11	FA	1	0	1	0	0	1	0	1	0	1	0	1	1	1	1	1	0	1	0	1	0	0	0	0	0	1	1	0	1	0	1	0	1	1	1	1	1	0	0	20	50	2500			
12	HKAP	0	0	0	0	0	0	1	0	0	0	1	0	0	1	1	1	1	1	0	0	1	0	1	1	1	1	0	0	0	1	1	0	0	0	1	0	0	0	0	15	37.5	1406.3			
13	HIS	0	0	0	0	1	0	0	0	1	0	0	0	0	0	0	0	0	0	0	1	0	1	0	0	0	0	0	0	0	1	0	1	0	0	1	0	1	1	1	14	35	1225			
14	IN	0	1	0	1	1	1	1	0	1	0	0	1	0	1	0	1	1	0	0	0	1	0	1	0	1	0	0	0	0	1	0	1	0	0	1	1	0	1	1	1	23	57.5	3306.3		
15	K	0	1	0	0	1	0	0	0	1	1	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	1	1	1	0	0	0	0	0	1	1	17	42.5	1806.3			
16	M	1	0	0	0	1	0	0	1	0	1	0	1	0	1	1	1	0	0	0	1	1	0	1	0	1	0	1	1	1	0	0	1	0	0	0	1	0	0	1	0	21	52.5	2756.3		
17	MAW	0	0	0	1	1	0	1	1	0	0	1	0	0	0	0	0	0	0	0	1	1	0	1	0	0	0	1	0	1	0	1	0	1	1	1	1	1	1	1	1	22	55	3025		
18	MI	0	0	0	1	0	0	1	0	1	1	0	1	1	0	0	0	0	0	1	0	1	0	1	1	0	0	0	1	0	0	1	0	1	0	1	0	0	0	0	18	45	2025			
19	N	1	0	0	1	0	1	1	0	1	0	1	1	1	1	1	0	0	1	1	0	1	1	0	1	1	1	1	0	0	0	1	1	1	0	1	1	0	0	0	23	57.5	3306.3			
20	O	1	1	0	1	1	1	0	1	0	1	0	1	1	1	0	1	1	0	0	0	1	0	1	1	1	1	0	0	0	1	0	0	1	0	0	1	1	1	1	24	60	3600			
21	P	1	0	0	1	0	0	0	0	0	0	0	0	0	1	1	0	0	1	0	0	1	0	0	1	0	1	0	0	0	1	1	1	0	1	0	0	0	0	20	50	2500				
22	REDP	0	0	0	1	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	1	0	1	0	1	0	0	0	1	1	1	0	1	1	1	1	1	1	0	1	18	45	2025			
23	RA	0	0	1	0	1	1	1	1	0	1	1	1	1	1	0	1	0	1	1	0	1	0	1	1	0	1	1	1	0	0	1	0	1	0	0	0	0	1	1	28	70	4900			
24	RP	1	0	0	0	1	1	1	0	0	1	0	0	1	1	1	1	1	1	1	0	1	1	0	1	1	1	1	0	1	1	1	0	1	1	1	0	0	0	1	29	72.5	5256.3			
25	RYS	0	1	0	0	1	1	1	0	1	1	0	1	1	1	0	0	0	1	0	1	0	0	0	1	1	0	0	0	0	1	0	0	0	1	0	0	0	1	0	17	42.5	1806.3			
26	SSF	1	0	0	0	1	0	0	0	0	0	0	0	1	0	1	1	0	0	0	1	1	0	0	1	0	0	0	0	1	1	0	0	1	0	0	1	1	1	1	19	47.5	2256.3			
27	SS	0	0	0	1	0	1	0	1	0	1	0	0	0	0	0	0	0	1	1	0	0	0	1	0	1	0	0	0	1	1	1	1	1	1	0	1	1	1	1	23	57.5	3306.3			
28	TN	0	0	1	0	0	0	0	1	0	1	1	1	0	0	0	0	0	0	1	0	1	0	0	0	1	0	0	1	1	0	0	1	1	0	0	0	0	0	1	0	16	40	1600		
29	WO	1	0	0	0	0	1	0	0	0	0	0	0	0	0	1	1	0	0	0	0	1	1	0	1	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	12	30	900			
30	YS	1	0	1	0	0	1	0	1	0	1	0	1	0	0	0	0	0	0	0	0	0	0	1	0	1	1	1	0	0	0	1	0	0	0	0	0	0	0	0	18	45	2025			
	Σ	13	13	12	11	15	13	13	11	15	15	15	13	16	13	13	12	12	16	13	16	12	17	16	17	13	13	12	15	17	13	15	15	13	16	15	16	15	13	15	13	15	561	1403	72669	
	p	0.433	0.433	0.4	0.367	0.5	0.433	0.433	0.367	0.5	0.5	0.433	0.533	0.433	0.433	0.4	0.4	0.533	0.433	0.533	0.4	0.567	0.533	0.567	0.433	0.433	0.4	0.5	0.567	0.433	0.5	0.5	0.433	0.533	0.5	0.533	0.5	0.433	0.5	0.433	0.5					
	q	0.567	0.567	0.6	0.633	0.5	0.567	0.567	0.633	0.5	0.5	0.567	0.467	0.567	0.567	0.6	0.6	0.467	0.567	0.467	0.6	0.433	0.467	0.433	0.567	0.567	0.6	0.5	0.433	0.567	0.5	0.5	0.567	0.467	0.5	0.467	0.5	0.567	0.5	0.567	0.5					
	pq	0.246	0.246	0.24	0.232	0.25	0.246	0.246	0.232	0.25	0.25	0.246	0.249	0.246	0.246	0.24	0.24	0.249	0.246	0.249	0.24	0.246	0.249	0.246	0.246	0.246	0.24	0.25	0.246	0.246	0.25	0.25	0.246	0.249	0.25	0.249	0.25	0.246	0.25	0.246	0.25					
	p/q	0.765	0.765	0.667	0.579	1	0.765	0.765	0.579	1	1	0.765	1.143	0.765	1.143	0.667	1.143	0.765	1.143	0.667	1.308	1.143	1.308	0.765	0.765	0.667	1	1.308	0.765	1	1	1.308	0.765	1	1.143	1	1.143	1	0.765	1	0.765	1				
	1/pq	0.874	0.874	0.816	0.761	1	0.874	0.874	0.761	1	1	0.874	1.069	0.874	0.874	0.816	0.816	1.069	0.874	1.069	0.816	1.144	1.069	1.144	0.874	0.874	0.816	1	1.144	0.874	1	1	1.144	0.874	1	1.069	1	1.069	1	0.874	1	0.874	1			
	Mp	55.19	42.88	39.38	52.27	55.33	54.23	55.19	52.27	54.83	45.33	55.77	50.16	54.28	55.19	55.42	47.71	54.38	55.77	49.69	47.92	49.26	48.28	48.38	51.15	58.77	55.42	48.5	52.79	43.08	55.33	51.17	55.77	52.97	55.33	52.97	45.17	54.04	55.33	54.04	55.33					
	Mt	46.75	46.75	46.75	46.75	46.75	46.75	46.75	46.75	46.75	46.75	46.75	46.75	46.75	46.75	46.75	46.75	46.75	46.75	46.75	46.75	46.75	46.75	46.75	46.75	46.75	46.75	46.75	46.75	46.75	46.75	46.75	46.75	46.75	46.75	46.75	46.75	46.75	46.75	46.75	46.75	46.75				
	Sd1	15.38	15.38	15.38	15.38	15.38	15.38	15.38	15.38	15.38	15.38	15.38	15.38	15.38	15.38	15.38	15.38	15.38	15.38	15.38	15.38	15.38	15.38	15.38	15.38	15.38	15.38	15.38	15.38	15.38	15.38	15.38	15.38	15.38	15.38	15.38	15.38	15.38	15.38	15.38	15.38	15.38	15.38			
	Rp	0.48	-0.22	-0.392	0.273	0.558	0.425	0.48	0.273	0.526	-0.092	0.513	0.237	0.425																																

Appendix 8

The Second Step of Pre-test Try Out

No	Students	1	5	6	7	9	11	13	14	15	17	18	25	26	28	30	32	33	34	35	37	38	39	40		X	X2
1	ananda	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	1	1	3	13.04	170.13
2	Chita	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	2	8.696	75.614
3	Adinda	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	1	4.348	18.904
4	Dimas	1	0	1	1	1	0	1	1	1	1	0	0	1	1	0	0	1	1	1	1	1	0	1	16	69.57	4839.3
5	Mareta	0	0	1	0	0	0	1	0	1	0	0	0	1	1	0	0	0	0	0	0	0	0	0	5	21.74	472.59
6	Fisky	0	0	0	1	1	1	0	0	1	1	1	1	1	0	0	1	0	0	0	0	0	0	0	9	39.13	1531.2
7	Doni	1	1	0	0	1	1	0	1	0	1	1	1	0	0	1	0	1	1	1	1	1	1	1	16	69.57	4839.3
8	Naufal	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	1	0	1	0	0	0	0	3	13.04	170.13
9	Viona	1	1	0	0	0	1	0	1	0	1	1	1	0	1	1	1	1	1	1	0	1	0	1	15	65.22	4253.3
10	Sony	1	0	1	0	1	1	1	1	1	1	1	1	1	1	0	1	1	0	1	0	0	0	0	15	65.22	4253.3
11	Ulva	1	0	1	0	0	0	1	1	1	1	0	0	1	0	0	0	1	0	1	1	0	1	0	11	47.83	2287.3
12	Bima	0	0	0	0	0	0	0	0	0	1	0	0	0	1	0	0	1	0	1	0	0	0	0	4	17.39	302.46
13	Cikal	0	1	0	0	1	0	0	0	0	0	0	0	0	1	1	0	0	1	0	1	1	1	1	9	39.13	1531.2
14	Anta	0	1	1	1	1	0	1	0	1	0	0	0	1	1	1	0	1	1	1	1	1	1	1	16	69.57	4839.3
15	Alzier	0	1	0	0	1	0	0	0	0	0	0	0	0	0	1	1	0	0	1	0	1	1	1	9	39.13	1531.2
16	ST Dini	1	1	1	0	1	1	1	1	0	0	1	1	1	1	1	1	0	1	0	0	1	0	1	15	65.22	4253.3
17	Afiyah	0	1	0	1	0	1	0	0	0	1	1	1	0	1	1	1	1	1	1	1	1	1	1	16	69.57	4839.3
18	M. Dimas	0	0	1	0	1	0	1	0	0	1	0	0	0	1	0	0	1	0	1	0	0	0	0	7	30.43	926.28
19	Wilyam	1	0	1	1	1	1	1	1	1	0	1	1	1	0	0	1	1	0	1	0	0	0	0	14	60.87	3705.1
20	Nirmala	1	1	1	0	0	0	1	1	0	1	0	0	0	1	1	0	0	1	0	1	1	1	1	13	56.52	3194.7
21	Erika	1	0	0	0	0	1	0	1	1	1	1	1	1	1	1	0	1	1	0	1	1	0	1	14	60.87	3705.1
22	Rahmadian	0	1	0	0	0	0	0	0	0	0	0	0	0	0	1	0	1	1	1	0	1	0	1	7	30.43	926.28
23	Willy	0	0	1	1	0	1	1	0	1	1	1	1	1	1	1	1	1	0	1	0	0	1	1	16	69.57	4839.3
24	Sherlina	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	0	1	0	0	0	16	69.57	4839.3
25	Sefira	0	1	1	1	1	0	1	0	0	1	0	0	0	0	1	0	0	1	0	0	1	0	1	10	43.48	1890.4
26	Fahrur	1	1	0	1	0	0	0	1	1	0	0	0	1	0	1	0	0	1	0	1	0	1	1	12	52.17	2722.1
27	Elda	0	1	0	1	1	1	0	0	0	1	1	0	0	1	1	1	1	1	1	1	1	1	1	16	69.57	4839.3
28	Sita	0	0	0	0	0	1	0	0	0	0	1	1	0	1	0	1	1	0	1	1	0	1	0	9	39.13	1531.2
29	Desti	1	0	1	0	0	0	1	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	5	21.74	472.59
30	Dera	1	0	0	1	1	1	0	1	1	0	1	1	1	0	0	1	0	0	0	0	0	0	0	10	43.48	1890.4
	Σ	13	13	13	12	14	13	13	13	12	16	12	12	12	17	15	12	16	15	16	12	15	13	15		1365	75690
	p	0.433	0.433	0.433	0.4	0.467	0.433	0.433	0.433	0.4	0.533	0.4	0.4	0.4	0.567	0.5	0.4	0.533	0.5	0.533	0.4	0.5	0.433	0.5			
	q	0.567	0.567	0.567	0.6	0.533	0.567	0.567	0.567	0.6	0.467	0.6	0.6	0.6	0.433	0.5	0.6	0.467	0.5	0.467	0.6	0.5	0.567	0.5			
	pq	0.246	0.246	0.246	0.24	0.249	0.246	0.246	0.246	0.24	0.249	0.24	0.24	0.24	0.246	0.25	0.24	0.249	0.25	0.249	0.24	0.25	0.246	0.25			
	p/q	0.765	0.765	0.765	0.667	0.875	0.765	0.765	0.765	0.667	1.143	0.667	0.667	0.667	1.308	1	0.667	1.143	1	1.143	0.667	1	0.765	1			
	vp/q	0.874	0.874	0.874	0.816	0.935	0.874	0.874	0.874	0.816	1.069	0.816	0.816	0.816	1.144	1	0.816	1.069	1	1.069	0.816	1	0.874	1			
	Mp	57.53	56.86	53.18	55.8	55.28	55.85	53.18	57.53	55.8	54.08	59.78	59.78	55.8	53.96	54.78	59.78	52.99	54.2	52.99	56.88	54.49	53.51	54.78			
	Mt	45.51	45.5	45.5	45.5	45.5	45.5	45.5	45.5	45.5	45.5	45.5	45.5	45.5	45.5	45.5	45.5	45.5	45.5	45.5	45.5	45.5	45.5	45.5			
	SDt	21.26	21.26	21.26	21.26	21.26	21.26	21.26	21.26	21.26	21.26	21.26	21.26	21.26	21.26	21.26	21.26	21.26	21.26	21.26	21.26	21.26	21.26	21.26			
	Rpbi	0.494	0.467	0.316	0.395	0.43	0.426	0.316	0.495	0.395	0.431	0.549	0.549	0.395	0.455	0.437	0.549	0.377	0.409	0.377	0.437	0.423	0.33	0.437			
	r-critical	0.361	0.361	0.361	0.361	0.361	0.361	0.361	0.361	0.361	0.361	0.361	0.361	0.361	0.361	0.361	0.361	0.361	0.361	0.361	0.361	0.361	0.361	0.361			
	status	valid	valid	drop	valid	valid	valid	drop	valid	valid	valid	valid	valid	valid	valid	valid	valid	valid	valid	valid	valid	valid	drop	valid			

Appendix 9

The Third Step of Pre-test Try Out

No	Students	1	5	7	9	11	14	15	17	18	25	26	28	30	32	33	34	35	37	38	40			X	X2
1	AS	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	1	2	4	10	100
2	AP	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	2	4	10	100
3	AD	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	1	1	5	25
4	AR	1	0	1	1	0	1	1	1	0	0	1	1	0	0	1	1	1	1	1	1	14	196	70	4900
5	AK	0	0	0	0	0	0	1	0	0	0	1	1	0	0	0	0	0	0	0	0	3	9	15	225
6	BK	0	0	1	1	1	0	1	1	1	1	1	0	0	1	0	0	0	0	0	0	9	81	45	2025
7	DK	1	1	0	1	1	1	0	1	1	0	0	0	1	0	1	1	1	1	1	1	14	196	70	4900
8	DD	0	0	1	0	0	0	0	0	0	0	0	0	0	0	1	0	1	0	0	0	3	9	15	225
9	EN	1	1	0	0	1	1	0	1	0	1	0	1	1	0	1	1	1	0	1	1	13	169	65	4225
10	FA	1	0	0	1	1	1	1	1	1	1	1	1	0	1	1	0	1	0	0	0	13	169	65	4225
11	FA	1	0	0	0	0	1	1	1	0	0	1	0	0	0	1	0	1	1	0	0	8	64	40	1600
12	HKA	0	0	0	0	0	0	0	1	0	0	0	1	0	0	1	0	1	0	0	0	4	16	20	400
13	HS	0	1	0	1	0	0	0	0	0	0	0	1	1	0	0	1	0	1	1	1	8	64	40	1600
14	IN	0	1	1	1	0	0	1	0	0	0	1	1	1	0	1	1	1	1	1	1	13	169	65	4225
15	K	0	1	0	1	0	0	0	0	0	0	0	1	1	0	0	1	0	1	1	1	8	64	40	1600
16	M	1	1	0	1	1	1	0	0	1	1	0	1	1	1	0	1	0	0	1	1	13	169	65	4225
17	MA	0	1	1	0	1	0	0	1	1	0	0	1	1	1	1	1	1	1	1	1	14	196	70	4900
18	MI	0	0	0	1	0	0	0	1	0	0	0	1	0	0	1	0	1	0	0	0	5	25	25	625
19	N	1	0	1	1	1	1	1	0	1	1	1	1	0	0	1	1	0	1	0	0	12	144	60	3600
20	O	1	1	0	0	0	1	0	1	0	0	0	1	1	0	0	1	0	1	1	1	10	100	50	2500
21	P	1	0	0	0	1	1	1	1	1	1	1	1	0	1	1	0	1	1	0	0	13	169	65	4225
22	RD	0	1	0	0	0	0	0	0	0	0	0	0	1	0	1	1	1	0	1	1	7	49	35	1225
23	RA	0	0	1	0	1	0	1	1	1	1	1	1	1	1	0	1	0	1	1	1	14	196	70	4900
24	RP	1	1	1	1	0	1	1	1	0	1	1	1	1	0	1	0	1	0	0	0	13	169	65	4225
25	RY	0	1	1	1	0	0	0	1	0	0	0	0	1	0	0	1	0	0	1	1	8	64	40	1600
26	SS	1	1	1	0	0	1	1	0	0	0	1	0	1	0	0	1	0	1	1	1	11	121	55	3025
27	SS	0	1	1	1	0	0	0	1	0	0	0	1	1	1	1	1	1	1	1	1	13	169	65	4225
28	TN	0	0	0	0	1	0	0	0	1	1	0	1	0	1	1	0	1	1	0	0	8	64	40	1600
29	W	1	0	0	0	0	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	3	9	15	225
30	YS	1	0	1	1	1	1	1	0	1	1	1	0	0	1	0	0	0	0	0	0	10	100	50	2500
	Σ	13	13	12	14	12	13	12	16	10	10	12	17	15	10	16	15	16	13	15	15	269	2959	1345	7397
	p	0.433	0.43	0.4	0.47	0.4	0.433	0.4	0.53	0.33	0.333	0.4	0.567	0.5	0.333	0.533	0.5	0.53	0.433	0.5	0.5				
	q	0.567	0.57	0.6	0.53	0.6	0.567	0.6	0.47	0.67	0.666	0.6	0.433	0.5	0.667	0.467	0.5	0.47	0.567	0.5	0.5				
	pq	0.246	0.25	0.24	0.25	0.24	0.246	0.24	0.25	0.22	0.222	0.24	0.246	0.25	0.222	0.249	0.25	0.25	0.246	0.25	0.25	4.85			
	p/q	0.765	0.76	0.667	0.88	0.67	0.765	0.667	1.14	0.5	0.5	0.667	1.308	1	0.5	1.143	1	1.14	0.765	1	1				
	$\sqrt{p/q}$	0.874	0.87	0.816	0.94	0.82	0.874	0.816	1.07	0.71	0.707	0.816	1.144	1	0.707	1.069	1	1.07	0.874	1	1				
	Mp	56.54	55.7	55.83	54.6	56.3	56.54	55.42	52.5	60	59.5	55.42	52.65	53.7	59.5	52.19	53.66	52.2	56.92	54	54				
	Mt	44.83	44.8	44.83	44.8	44.8	44.83	44.83	44.8	44.8	44.83	44.83	44.83	44.8	44.83	44.83	44.83	44.8	44.83	44.83	44.8				

	SDt	21.35	21.4	21.35	21.4	21.4	21.35	21.35	21.4	21.4	21.35	21.35	21.35	21.4	21.35	21.35	21.35	21.4	21.35	21.35	21.4
	Rpbi	0.479	0.45	0.421	0.43	0.44	0.48	0.405	0.38	0.5	0.485	0.405	0.419	0.41	0.486	0.368	0.413	0.37	0.495	0.429	0.43
	r-critical	0.361	0.361	0.361	0.361	0.361	0.361	0.361	0.361	0.361	0.361	0.361	0.361	0.361	0.361	0.361	0.361	0.361	0.361	0.361	0.361
	status	valid	valid	valid	valid	valid	valid	valid	valid	valid	valid	valid	valid	valid	valid	valid	valid	valid	valid	valid	valid





APPENDICES



Appendix 32

Students' of the Second Semester of the Eighth Grade of SMPN 01 Gunung Terang

Class VIIIA

No	Students' Name	Gender	Code
1	Al Amin	L	1- A
2	Al Arif	L	2-A
3	Aldi Irwansyah	L	3-A
4	Alfa Dwi Maghfiroh	P	4-A
5	Al Syafutri	L	5-A
6	Cahya Feranika	P	6-A
7	Cahyana fitriyana	P	7-A
8	Danu Azhari	L	8-A
9	Dewi Yuliyanti	P	9-A
10	Edi Saputra	L	10-A
11	Fathona Jully Afica	P	11-A
12	Hoirun Anam	L	12-A
13	Husma Dewi	P	13-A
14	Fani Dena	P	14-A
15	Ika Chandra Ningtyas	P	15-A
16	Ipa Juwita	P	16-A
17	Iwan Agesta	L	17-A
18	Jefri Setiawan	L	18-A
19	Jemi Aditya Saputra	L	19-A
20	Kiki Alpina Damayanti	P	20-A
21	Lia Pratiwi	P	21-A
22	Lilis Wildayani	P	22-A
23	Malfhyna Charolinre	P	23-A
24	Mar'atus Soleha	P	24-A
25	Revaldi	L	25-A
26	Mela Puji Lestari	P	26-A
27	Melani Nur Fianti	L	27-A
28	Meliyanti	P	28-A
29	Miftahul Rizki	L	29-A
30	Muhammad Guntur	L	30-A

L = 14

P = 16

Class VIIIB

No	Student's Name	Gender	Code
1	Andi Priatna	L	1-B
2	Andhika	L	2-B
3	Andre Erlangga	L	3-B
4	Andriyansyah	L	4-B
5	Anhar	L	5-B
6	Atina	P	6-B
7	Ayu Selia	P	7-B
8	Diah Tri Lestari	P	8-B
9	Euis Fadilla	P	9-B
10	Eva Juniati	P	10-B
11	Feri Puja Rama	L	11-B
12	Herlina Julianti	P	12-B
13	Ikalda Dafetra	P	13-B
14	Kurniati	P	14-B
15	M. Sidqi Wafa	L	15-B
16	M. Zarkasih	L	16-B
17	Maesah	P	17-B
18	Mmayang Dwi Safitri	P	18-B
19	Muhajirin	L	19-B
20	Nadia Ratna Sari	P	20-B
21	Nanang Adi Utomo	L	21-B
22	Nandang Kurniawan	L	22-B
23	Pipit Wildayanti	P	23-B
24	Robi Saputra	L	24-B
25	Sela Rahayu	P	25-B
26	Setiawati	P	26-B
27	Sherly Ferontika	P	27-B
28	Siti Hofifah	P	28-B
29	Siti Maisaroh	P	29-B
30	Siti Nurbaiti	P	30-B

L = 12

P = 18

Class VIIIC

No	Students'Name	Gender	Code
1	A. Muda Sirul Huda	P	1- C
2	Alda Meliani Sari	P	2-C
3	Almira Rahma Mutia	P	3-C
4	Andy Lareza	P	4-C
5	Belindi Marchdalena	P	5-C
6	Dicky Juliansyah	L	6-C
7	Dora Septarisa	P	7-C
8	Endah Widiya Rahayu	P	8-C
9	Erlangga Ari Wijaya	L	9-C
10	Ferina Aisah	P	10-C
11	Fidya Ratu Maherzi	P	11-C
12	Frentri Seniorita	P	12-C
13	Githa Putri Ramadhani	P	13-C
14	Hananingrum Ayu Wulandari	P	14-C
15	Indri Sri Maryani	P	15-C
16	Kristiana Edi Bhayangkara	P	16-C
17	M. Raka Wijaya	L	17-C
18	Masteguh Ronaldi L.	L	18-C
19	Meliyanti	P	19-C
20	Muhammad Rizki Mubarak	L	20-C
21	Nabilah	P	21-C
22	Nadia Soraya	P	22-C
23	Nita Dwi Agustina	P	23-C
24	Nursatina Beby Cantika	P	24-C
25	Risca Cindy Safitri	P	25-C
26	Rizky Meydiyansyah	P	26-C
27	Sakinah	L	27-C
28	Sawitri Perdani	P	28-C
29	Suci Ramadhanty	P	29-C
30	Wulan Bela Santika	P	30-C

L = 6

P = 24

Class VIIID

No	Student's Name	Gender	Code
1	A.Rohim	L	1- C
2	Aida Agustina	P	2-C
3	Alviano Santana B.	L	3-C
4	Andi Juhana	P	4-C
5	Ari Widiyanto	L	5-C
6	Dila Warisa	P	6-C
7	Hazijah Mimi Riana	P	7-C
8	Intan Permata Sari	P	8-C
9	Irwansyah Pratama	L	9-C
10	Juliana	P	10-C
11	Lintar Hidayah	L	11-C
12	M. Rizky Prima	L	12-C
13	M. Roby Kurniawan	P	13-C
14	Mardiyanti	P	14-C
15	Masnunah	P	15-C
16	Maya Sari Sandriani	P	16-C
17	Mega Puspita Yanti	L	17-C
18	Muhammad Ikbal	P	18-C
19	Nabila Fitriani	P	19-C
20	Nanda Marita	P	20-C
21	Noviyanti	L	21-C
22	Rico Dahana Aji	P	22-C
23	Riski Putri Primadini	L	23-C
24	Siti Ayunah	P	24-C
25	Susanti	P	25-C
26	Tri Nur Lia Ningsih	P	26-C
27	Vinka Leonita	P	27-C
28	Wahyu Megarani	P	28-C
29	Wahyu Pratama Rosadi	L	29-C
30	Yunita	P	30-C

L =10

P =20

Appendix 33

Table of Students' Score of English in Preliminary Research

Kelas : VIII
 Pelajaran : Bahasa Inggris
 Sekolah : SMPN 01 Gunung Terang

KELAS VIIIA			KELAS VIIIB	
No	Nama Siswa	Nilai	Nama Siswa	Nilai
1	1- A	10	1-B	55
2	2-A	50	2-B	30
3	3-A	10	3-B	65
4	4-A	45	4-B	25
5	5-A	65	5-B	70
6	6-A	10	6-B	60
7	7-A	10	7-B	10
8	8-A	60	8-B	70
9	9-A	20	9-B	30
10	10-A	45	10-B	60
11	11-A	40	11-B	30
12	12-A	50	12-B	70
13	13-A	50	13-B	10
14	14-A	65	14-B	60
15	15-A	45	15-B	50
16	16-A	35	16-B	20
17	17-A	65	17-B	75
18	18-A	30	18-B	65
19	19-A	30	19-B	35
20	20-A	40	20-B	55
21	21-A	75	21-B	10
22	22-A	35	22-B	70
23	23-A	65	23-B	30
24	24-A	70	24-B	65
25	25-A	40	25-B	20
26	26-A	75	26-B	75
27	27-A	80	27-B	70
28	28-A	50	28-B	75
29	29-A	50	29-B	60
30	30-A	70	30-B	55
Rata-Rata Kelas		46	Rata-Rata Kelas	49

KELAS VIIIC			KELAS VIIID	
No	Nama Siswa	Nilai	Nama Siswa	Nilai
1	1- C	20	1-D	65
2	2-C	65	2-D	35
3	3-C	10	3-D	60
4	4-C	45	4-D	45
5	5-C	50	5-D	10
6	6-C	60	6-D	60
7	7-C	10	7-D	75
8	8-C	10	8-D	70
9	9-C	20	9-D	30
10	10-C	40	10-D	65
11	11-C	50	11-D	30
12	12-C	45	12-D	70
13	13-C	50	13-D	10
14	14-C	75	14-D	60
15	15-C	45	15-D	75
16	16-C	65	16-D	20
17	17-C	65	17-D	50
18	18-C	30	18-D	65
19	19-C	30	19-D	35
20	20-C	40	20-D	55
21	21-C	40	21-D	10
22	22-C	35	22-D	70
23	23-C	65	23-D	30
24	24-C	70	24-D	65
25	25-C	70	25-D	20
26	26-C	75	26-D	80
27	27-C	60	27-D	70
28	28-C	50	28-D	75
29	29-C	80	29-D	60
30	30-C	70	30-D	55
Rata-Rata Kelas		47	Rata-Rata Kelas	50

Mengetahui,
Guru Mata Pelajaran

Neiny Meilinda Sari,S.Pd

Appendix 34

The List of the Students in Experimental Class VIII A

No	Students' Name	Gender	Code
1	Al Amin	L	C 1
2	Al Arif	L	C2
3	Aldi Irwansyah	L	C 3
4	Alfa Dwi Maghfiroh	P	C 4
5	Ani fatur Rosida	P	C 5
6	Cahya Feranika	P	C 6
7	Cahyana fitriyana	P	C 7
8	Danu Azhari	L	C 8
9	Dewi Yuliyanti	P	C 9
10	Dwi Riyanti	P	C 10
11	Fathona Jully Afica	P	C 11
12	Hardiyanti Siti Musliha	P	C 12
13	Husma Dewi	P	C 13
14	Fani Dena	P	C 14
15	Ika Chandra Ningtyas	P	C 15
16	Ipa Juwita	P	C 16
17	Ista Alifa Harnum	P	C 17
18	Jefri Setiawan	L	C 18
19	Jemi Aditya Saputra	L	C 19
20	Kiki Alpina Damayanti	P	C 20
21	Lia Pratiwi	P	C 21
22	Lilis Wildayani	P	C 22
23	Malfhyna Charolinre	P	C 23
24	Mar'atus Soleha	P	C 24
25	Revaldi	L	C 25
26	Mela Puji Lestari	P	C 26
27	Melani Nur Fianti	P	C 27
28	Meliyanti	P	C 28
29	Miftahul Rizki	L	C 29
30	Muhammad Guntur	L	C 30

L = 9

P = 21

**The List of the Students in Control Class
VIII B**

No	Nama	Jenis Kelamin	Code
1	Ajeng Nur Rahmawati	P	E 1
2	Ambar Wati	P	E 2
3	Andre Erlangga	L	E 3
4	Andriyansyah	L	E 4
5	Anhar	L	E 5
6	Atina	P	E 6
7	Ayu Selia	P	E 7
8	Diah Tri Lestari	P	E 8
9	Euis Fadilla	P	E 9
10	Eva Juniati	P	E 10
11	Fanti Utami	P	E 11
12	Herlina Julianti	P	E 12
13	Ikalda Dafetra	P	E 13
14	Kurniati	P	E 14
15	M. Sidqi Wafa	L	E 15
16	M. Zarkasih	L	E 16
17	Maesah	P	E 17
18	Mmayang Dwi Safitri	P	E 18
19	Muhajirin	L	E 19
20	Nadia Ratna Sari	P	E 20
21	Nanang Adi Utomo	L	E 21
22	Nandang Kurniawan	L	E 22
23	Pipit Wildayanti	P	E 23
24	Robi Saputra	L	E 24
25	Sela Rahayu	P	E 25
26	Setiawati	P	E 26
27	Sherly Ferontika	P	E 27
28	Siti Hofifah	P	E 28
29	Siti Maisaroh	P	E 29
30	Siti Nurbaiti	P	E 30

L = 9

P = 21



KEMENTERIAN AGAMA
UNIVERSITAS NEGERI RADEN INTAN LAMPUNG
FAKULTAS TARBIYAH DAN KEGURUAN

Jln. Letkol H. Endro Suratmin Sukarame Bandarlampung Telp. (0721) 703260 Kode pos 35131

CONTROL CARD

Name : Hanisa

Npm : 1111040188

Title : The Influence of Using Arranging Words Game towards Students' Simple Past Tense Mastery at the Second semester of the Eighth grade of SMPN 01 Gunung Terang in 2016/2017 Academic Year".

No	Day /Date	Consultation	Signature
1			
2			
3			
4			
5			

Bandar Lampung, February 2017
Co-Advisor

Istiqomah Nur Rahmawati, M. Pd



KEMENTRIAN AGAMA
UNIVERSITAS ISLAM NEGERI RADEN INTAN LAMPUNG
FAKULTAS TARBIYAH DAN KEGURUAN

Jln. Letkol H. Endro Suratmin Sukarame Bandarlampung Telp. (0721) 703260 Kode pos 35131

CONTROL CARD

Name : Hanisa

Npm : 1111040188

Title : The Influence of Using Arranging Words Game towards Students' Simple Past Tense Mastery at the Second semester of the Eighth grade of SMPN 01 Gunung Terang in 2016/2017 Academic Year".

No	Day /Date	Consultation	Signature
1			
2			
3			
4			
5			

Bandar Lampung, April 2017
Advisor

Meisuri, M. Pd
NIP. 19800515 200312 2 004

Appendix 19 The Homogeny Test of Control Class a

Control Class					Experimental class	
Kode	Pre test	Y2	Post test	Y2	Kode	Pre Test
C1	10	100	10	100	E21	10
C3	10	100	10	100	E7	10
C6	20	400	20	400	E13	10
C7	20	400	20	400	E16	20
C9	20	400	20	400	E19	20
C11	30	900	25	625	E23	25
C16	30	900	25	625	E25	25
C18	30	900	30	900	E2	30
C19	30	900	30	900	E4	30
C20	35	1225	40	1600	E9	35
C22	40	1600	40	1600	E11	35
C2	50	2500	40	1600	E15	50
C4	50	2500	45	2025	E20	50
C10	55	3025	45	2025	E28	50
C12	55	3025	50	2500	E29	60
C13	55	3025	50	2500	E30	60
C15	55	3025	70	4900	E1	60
C25	55	3025	70	4900	E3	60
C28	55	3025	70	4900	E6	60
C29	65	4225	70	4900	E10	65
C30	65	4225	70	4900	E14	70
C5	65	4225	75	5625	E17	70
C8	65	4225	75	5625	E18	70
C14	70	4900	75	5625	E22	70
C17	70	4900	75	5625	E24	75
C23	70	4900	75	5625	E26	75
C24	70	4900	80	6400	E27	75
C26	70	4900	80	6400	E12	75
C27	75	5625	80	6400	E5	75
C21	75	5625	95	9025	E8	75
Σ	1465	83625	1560	99150	Σ	1495
X (Mean)	49		52		X (Mean)	50
Median	55		50		Median	60
S	20.41312		24.9344		S	22.8746
S2	416.6954		621.7241		S2	523.2471

55

70

75

nd Experimental Class

Y2	Post Test	Y2
100	30	900
100	30	900
100	35	1225
400	40	1600
400	40	1600
625	45	2025
625	45	2025
900	45	2025
900	50	2500
1225	50	2500
1225	50	2500
2500	60	3600
2500	60	3600
2500	75	5625
3600	75	5625
3600	75	5625
3600	75	5625
3600	75	5625
3600	75	5625
4225	75	5625
4900	80	6400
4900	80	6400
4900	80	6400
4900	80	6400
5625	80	6400
5625	85	7225
5625	85	7225
5625	85	7225
5625	95	9025
5625	95	9025
89675	1950	138100
	65	
	75	
	19.78331	
	391.3793	

Appendix 28

a. Interview Result For the Teacher

No	Pertanyaan	Jawaban	Kesimpulan
1	Sejak kapan bapak mulai mengajar bahasa Inggris di sekolah ini?	Saya mengajar di sekolah ini mulai tahun 2010, jadi sudah sekitar 5 tahun saya mengajar di SMP ini sebagai guru bahasa Inggris.	Guru tersebut sudah mengajar bahasa Inggris selama 5 tahun.
2	Berapakah standar kelulusan dalam pelajaran bahasa Inggris di kelas delapan?	Standar kelulusan/KKM di kelas delapan yaitu 70.	Standar kelulusan pelajaran bahasa Inggris kelas delapan adalah 70.
3	Dalam pengajaran bahasa Inggris, apa permasalahan siswa yang paling sering Ibu temukan?	Permasalahan siswa yang paling umum biasanya adalah keterbatasan vocabulary yang sudah mereka kuasai atau yang sudah mereka hafalkan, tapi itu bisa diselesaikan dengan adanya kamus yang memang saya wajibkan untuk selalu dibawa dalam setiap pelajaran bahasa Inggris, tapi yang menjadi pengajaran yang sulit dirasa oleh siswa adalah pengajaran tentang <i>grammar</i> , permasalahan dalam <i>grammar</i> ini memang karena banyaknya rumus tentang <i>grammar</i> itu sendiri dan kurangnya pengetahuan mereka tentang menghafal/memahami <i>tenses</i> , apalagi <i>tenses</i> yang sudah menggunakan bentuk kata kerja kedua dan ketiga itu dirasa menjadi lebih sulit untuk siswa.	Terdapat beberapa permasalahan siswa ketika belajar bahasa Inggris diantaranya keterbatasan pengetahuan kosakata dan kurangnya pengetahuan menghafal/memahami tentang <i>tenses</i> dalam bahasa Inggris.
4	Teknik/metode apa yang bapak pakai dalam mengajar <i>grammar</i> ?	Saya tidak menggunakan metode/teknik khusus dalam mengajar. Saya hanya	Guru telah menggunakan teknik <i>translation technique</i> dan terkadang

		<p>menggunakan teknik yang paling umum digunakan oleh guru lainnya dalam mengajar <i>grammar</i> yaitu <i>translation technique</i> dan menggunakan media gambar. Saya juga mengajar berdasarkan buku paket /LKS yang saya miliki dengan cara menterjemahkan setiap kata atau kalimat yang tidak dipahami siswa. Para siswa mendapat pinjaman buku paket dari sekolah setiap pelajaran bahasa Inggris. Saya menjelaskan materinya kemudian memberi latihan berdasarkan materi.</p>	<p>menggunakan media gambar..</p>
5	<p>Menurut Ibu, bagaimana sistem pengajaran bahasa Inggris yang baik sehingga dapat mempermudah siswa untuk mempelajarinya?</p>	<p>Sebenarnya semua teknik, metode, dan strategi dapat terlaksana dengan baik apabila guru tersebut dapat menyampaikan dengan baik pula. Sebenarnya, siswa-siswa itu akan sangat senang apabila gurunya mengajar dengan suatu teknik yang menarik atau hal-hal yang berbeda yang sekiranya dapat menarik perhatian para siswa itu sendiri, karena kalau teknik yang kita gunakan dapat membuat mereka senang, insya Allah mereka akan lebih bersemangat dan tidak merasa jenuh/bosan dalam belajar, sehingga dapat meningkatkan kemampuan belajar bahasa Inggris dan nilai siswa.</p>	<p>Sistem pengajaran bahasa Inggris yang baik yaitu menggunakan teknik yang menarik atau hal-hal yang berbeda yang sekiranya dapat menarik perhatian para siswa itu sendiri dan menggunakan media yang berkaitan dengan materi.</p>

b. Interview Result For the Students

No	Pertanyaan	Jawaban	Kesimpulan
1	Apakah kamu suka belajar bahasa Inggris terutama <i>grammar</i> ?	<p>Student One: Iya saya suka pelajaran bahasa Inggris, terutama <i>grammar</i>. Menurut saya bahasa Inggris itu nahasa dunia jadi kalau kita ingin keliling dunia maka itu jadi mudah.</p> <p>Student Two: Kurang suka dengan pelajaran bahasa Inggris, karena bahasa Inggris itu susah, jadi sya malas dan tidak ada motivasi untuk belajar bahasa Inggris.</p> <p>Student Three: Biasa saja, kadang suka kadang tidak suka karena terkadang ketika belajar bahasa Inggris itu saya merasa bosan jadi saya tidak begitu tertarik untuk belajar bahsa Inggris, tapi kalau materinya mudah dipahami saya semangat belajarnya</p> <p>Student Four: Saya tidak suka pelajaran bahasa Inggris karena menurut saya bahsa Inggris itu susah apalagi tentang <i>grammar</i>, <i>tenses</i>, dan sebagainya.</p>	Ada yang suka dan ada yang tidak suka belajar bahasa Inggris, siswa yang tidak suka belajar bahasa Inggris karena mereka menganggap bahasa Inggris itu pelajaran yang susah dan siswa yang suka belajar bahasa Inggris karena mereka menganggap bahasa Inggris itu pelajaran yang udah.
2	Bagaimanakah cara guru bahasa Inggris mengajar dikelas?	<p>Student One: Dengan cara memberi catatan, member tugas, berdiskusi, latihan percakapan bahasa Inggris dan Terkadang juga memberi pekerjaan rumah.</p> <p>Student Two: Mengajarkan materi lalu dikasih contoh-contohnya.</p>	Guru menjelaskan, memberi contoh, mencatat, memberi tugas, latihan berbicara bahasa Inggris dan memberi PR.

		<p>Suka meminta siswa membuat contoh lain selain contoh dari guru. Lalu disalin, mengerjakan tugas, latihan berbicara menggunakan bahasa Inggris dan memberi PR.</p> <p>Student Three: Cara mengajarnya sama seperti guru yang lain, yaitu menjelaskan materi, memberi contoh, mengerjakan soal dan praktek berbahasa Inggris dalam kelas.</p> <p>Student Four: Menjelaskan materi lalu menuliskan contoh-contohnya. Belajar membuat kalimat atau <i>text</i> sendiri, mengerjakan tugas, latihan berbicara menggunakan bahasa Inggris dan member pekerjaan rumah.</p>	
3	Kesulitan apa yang sering ditemukan dalam belajar bahasa Inggris terutama dalam <i>grammar</i> ?	<p>Student One: tidak tahu arti bahasa Inggris. Guru juga menyuruh membawa kamus setia ada jam bahasa Inggris agar kami tahu artinya dan itu dapat memudahkan kami untuk memahaminya.</p> <p>Student Two: Suka lupa dengan rumusnya, kata kerja keduanya, lalu tidak bisa mengembangkan kata menjadi kalimat, dan kalimat menjadi paragraph.</p> <p>Student Three: Saya kurang memahami <i>tenses</i> sehingga saya terasa malas</p>	Siswa kebanyakan lupa atau terbalik-baik dalam menggunakan rumus <i>tenses</i> nya, serta tidak hafal dengan kata kerja bentuk kedua dan ketiga.

		<p>untuk mempelajarinya apalagi tentang <i>grammar</i> menurut saya sangat sulit.</p> <p>Student Four: suka terbalik-balik rumus <i>tenses</i>nya, tidak hafal kata kerja bentuk keduanya.</p>	
4	Hal apa yang kamu sukai dan yang tidak kamu sukai dalam belajar bahasa Inggris?	<p>Student One: Saya suka belajar ketika menggunakan media gambar dan itu sangat menyenangkan. Sedangkan hal yang tidak saya sukai ketika saya disuruh mengerjakan latihan dipapam tulis dan saya tidak mengerti sama sekali tentang materi tersebut.</p> <p>Student Two: Saya suka pelajaran bahasa Inggris karena gurunya baik dan menyenangkan, kalau tidak sukanya karena bahasa Inggris itu susah, harus rajin-rajin buka kamus supaya tahu artinya, tulisan sama cara membacanya berbeda jadi susah juga mempelajarinya.</p> <p>Student Three: Saya suka semua hal tentang pelajaran bahasa Inggris.</p> <p>Student Four: Saya suka pelajaran bahasa Inggris karena gurunya baik dan asyik, tapi sebenarnya saya tidak suka dengan pelajaran bahasa Inggris.</p>	Siswa suka belajar bahasa Inggris karena gurunya baik, akan tetapi mereka juga tidak menyukai bahasa Inggris karena menurut mereka bahasa Inggris itu adalah pelajaran yang susah.
5	Sebagai seorang murid, bagaiman	Student One: Sebagai seorang guru	Siswa menginginkan gurunya mengajar dengan

	<p>menurut kamu tentang sistem atau cara guru dalam mengajar bahasa Inggris sehingga siswa dapat merasa senang dan dapat meningkatkan nilai bahasa Inggris ?</p>	<p>seharusnya bisa lebih aktif dan kreatif dalam penyampaian pelajaran sehingga murid yang diajarkan lebih tertarik untuk mengikuti pelajaran dan tidak merasa bosan ketika proses belajar mengajar.</p> <p>Student Two: Caranya dengan guru sebisa mungkin membuat materi bahasa Inggris yang susah menjadi materi yang mudah dipahami siswa dengan metode yang menarik dan menyenangkan.</p> <p>Student Three: Caranya adalah mengajar dengan cara menarik, seperti menggunakan <i>game</i> atau cara lain yang bisa membuat suasana kelas menjadi tidak monoton, buat ngantuk dan bosan, jadi guru harus kreatif menggunakan alat belajar yang membuat muridnya senang untuk mempelajari pelajaran tersebut.</p> <p>Student Four: Saya sukanya diajar sama guru yang asyik ska diajak bercanda, tidak kaku kalau mengajar dikelas.</p>	<p>menggunakan teknik yang menarik dan menyenangkan, menggunakan media, dan juga <i>game</i> sehingga suasana kelas tidak monoton dan tidak membosankan.</p>
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Appendix 18

The Analysis Normality of Post-test in the Control Class

NO	Kode	1	3	6	9	11	10	15	16	21	23	25	20	24	26	28	32	35	37	36	39				Xi	Xi2	mean	Xi-x	s	zi	F(zi)	F(kum)	S(zi)	F(zi)-S(zi)	F(zi) - S(zi)
1	C1	0	0	0	1	0	0	0	0	1	0		0	0	0	0	0	0	0	0	0	2	4	10	100	52.000	-42.00	24.9344	-1.68	0.04605	2	0.066667	-0.0206	0.0206	
2	C3	0	0	0	0	0	0	0	0	1	0	0	0	1	0	0	0	0	0	0	0	2	4	10	100	52.000	-42.00	24.9344	-1.68	0.04605	2	0.066667	-0.0206	0.0206	
3	C6	0	0	0	1	0	0	0	0	1	0	0	0	0	0	0	0	1	0	0	1	4	16	20	400	52.000	-32.00	24.9344	-1.28	0.099682	5	0.166667	-0.0670	0.0670	
4	C7	0	0	0	1	0	0	0	0	1	0	0	0	1	0	0	1	0	0	0	0	4	16	20	400	52.000	-32.00	24.9344	-1.28	0.099682	5	0.166667	-0.0670	0.0670	
5	C9	0	0	0	1	1	0	0	0	0	0	0	0	0	0	1	0	1	0	0	0	4	16	20	400	52.000	-32.00	24.9344	-1.28	0.099682	5	0.166667	-0.0670	0.0670	
6	C11	1	0	0	1	0	0	0	0	0	1	0	0	0	0	0	1	0	0	0	1	5	25	25	625	52.000	-27.00	24.9344	-1.08	0.139439	7	0.233333	-0.0939	0.0939	
9	C16	0	0	0	1	1	0	0	1	0	1	0	0	0	0	0	0	1	0	0	0	5	25	25	625	49.464	-27.00	23.7401	-1.08	0.139439	7	0.233333	-0.0939	0.0939	
7	C18	0	0	0	1	1	0	0	0	1	1	1	1	0	0	0	0	0	0	0	0	6	36	30	900	53.448	-22.00	24.0574	-0.88	0.188803	9	0.3	-0.1112	0.1112	
8	C19	0	0	0	1	0	0	0	1	1	1	0	0	0	0	0	1	1	0	0	0	6	36	30	900	53.448	-22.00	24.0574	-0.88	0.188803	9	0.3	-0.1112	0.1112	
10	C20	1	1	0	1	0	0	0	1	1	1	0	0	0	0	0	0	0	0	1	1	8	64	40	1600	52.000	-12.00	24.9344	-0.48	0.315165	12	0.4	-0.0848	0.0848	
11	C22	1	1	0	1	1	0	0	1	0	1	1	0	0	0	0	0	0	0	0	0	8	64	40	1600	52.000	-12.00	24.9344	-0.48	0.315165	12	0.4	-0.0848	0.0848	
12	C2	1	1	0	1	1	0	0	0	0	1	1	1	1	0	0	0	0	0	0	0	8	64	40	1600	52.000	-12.00	24.9344	-0.48	0.315165	12	0.4	-0.0848	0.0848	
16	C4	1	1	1	1	1	0	0	0	0	1	0	0	0	0	0	1	0	1	0	1	9	81	45	2025	48.333	-7.00	23.4110	-0.28	0.389456	14	0.466667	-0.0772	0.0772	
13	C10	1	1	0	1	1	0	1	0	0	1	0	0	0	0	0	1	0	1	1	0	9	81	45	2025	53.448	-7.00	24.0574	-0.28	0.389456	14	0.466667	-0.0772	0.0772	
14	C12	0	1	0	1	1	0	0	0	1	1	1	0	1	1	0	0	1	1	0	0	10	100	50	2500	53.448	-2.00	24.0574	-0.08	0.468035	16	0.533333	-0.0653	0.0653	
15	C13	1	0	0	1	1	0	0	0	0	1	0	0	0	0	1	1	1	1	1	0	10	100	50	2500	53.448	-2.00	24.0574	-0.08	0.468035	16	0.533333	-0.0653	0.0653	
17	C15	1	1	1	1	1	0	0	0	0	1	0	1	1	1	0	1	1	1	1	1	14	196	70	4900	52.000	18.00	24.9344	0.72	0.76482	21	0.7	0.0648	-0.0648	
18	C25	1	1	1	1	1	0	0	0	0	1	1	0	1	0	1	1	1	1	1	1	14	196	70	4900	52.000	18.00	24.9344	0.72	0.76482	21	0.7	0.0648	-0.0648	
19	C28	0	0	0	1	1	0	0	1	0	1	1	1	1	1	1	1	1	1	1	1	14	196	70	4900	52.000	18.00	24.9344	0.72	0.76482	21	0.7	0.0648	-0.0648	
22	C29	1	1	1	1	0	0	0	0	0	1	0	1	1	1	1	1	1	1	1	1	14	196	70	4900	49.464	18.00	23.7401	0.72	0.76482	21	0.7	0.0648	-0.0648	
23	C30	1	1	1	1	1	0	0	0	1	0	1	1	1	0	1	0	1	1	1	1	14	196	70	4900	49.464	18.00	23.7401	0.72	0.76482	21	0.7	0.0648	-0.0648	
24	C5	1	0	0	0	1	0	1	1	1	1	0	1	1	1	1	1	1	1	1	1	15	225	75	5625	49.464	23.00	23.7401	0.92	0.821845	26	0.866667	-0.0448	0.0448	
25	C8	0	1	0	1	1	0	1	0	1	1	1	0	1	1	1	1	1	1	1	1	15	225	75	5625	49.464	23.00	23.7401	0.92	0.821845	26	0.866667	-0.0448	0.0448	
26	C14	1	0	1	1	1	0	1	1	1	0	1	1	0	1	0	1	1	1	1	1	15	225	75	5625	49.464	23.00	23.7401	0.92	0.821845	26	0.866667	-0.0448	0.0448	
20	C17	1	1	1	1	1	0	0	0	0	1	0	1	1	1	1	1	1	1	1	1	15	225	75	5625	59.200	23.00	20.5487	0.92	0.821845	26	0.866667	-0.0448	0.0448	
27	C23	1	0	1	1	1	0	1	1	1	0	1	1	0	1	1	1	0	1	1	1	15	225	75	5625	50.517	23.00	23.9920	0.92	0.821845	26	0.866667	-0.0448	0.0448	
30	C24	0	1	0	1	1	0	1	0	1	1	1	1	1	1	1	0	1	1	1	1	16	256	80	6400	48.333	28.00	23.4110	1.12	0.86927	29	0.966667	-0.0974	0.0974	
21	C26	1	1	1	1	0	0	0	0	1	1	1	1	1	1	1	1	1	1	1	1	16	256	80	6400	62.174	28.00	18.5758	1.12	0.86927	29	0.966667	-0.0974	0.0974	
28	C27	1	0	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	0	1	0	16	256	80	6400	53.448	28.00	24.0574	1.12	0.86927	29	0.966667	-0.0974	0.0974	
29	C21	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	19	361	95	9025	53.448	43.00	24.0574	1.72	0.957693	30	1	-0.0423	0.0423	

18 15 11 28 21 2 7 11 17 21 14 14 16 15 17 17 18 16 17 17

Lobserve 0.1112
Lcritical 0.161

Appendix 16

NO	Kode	1	3	6	9	11	10
1	E21	0	0	0	1	0	0
2	E7	0	0	0	0	0	0
3	E13	0	0	0	1	1	0
4	E16	0	0	0	1	0	0
5	E19	0	0	0	0	1	1
6	E23	1	0	0	1	0	0
7	E25	0	0	0	1	1	0
8	E2	0	0	0	1	0	1
9	E4	0	1	0	1	1	0
10	E9	1	1	0	1	0	0
11	E11	1	1	0	1	1	0
12	E15	1	1	0	1	1	0
13	E20	1	1	0	1	1	0
14	E28	0	1	0	1	1	0
15	E29	1	0	0	1	1	0
16	E30	1	1	1	1	1	0
17	E1	1	1	1	1	1	0
18	E3	1	1	1	1	1	0
19	E6	0	0	0	1	1	0
20	E10	1	1	1	1	1	0
21	E14	1	1	1	1	1	0
22	E17	1	1	1	1	0	0
23	E18	1	1	1	1	1	0
24	E22	1	0	0	0	1	0
25	E24	0	1	0	1	1	0
26	E26	1	0	1	1	1	0
27	E27	1	0	1	1	1	1
28	E12	1	0	1	1	1	0
29	E5	1	1	1	1	1	1
30	E8	1	1	1	1	1	1

19

16

12

27

23

5

The Analys

15	16	21	23	25	20	24	26	28
0	0	0	0	1	0	0	1	1
0	0	1	1	1	0	0	1	1
0	0	1	1	1	1	0	0	0
0	0	1	0	0	1	1	0	1
0	0	0	0	1	1	1	1	0
0	0	0	1	0	0	1	1	1
0	0	1	0	0	1	0	1	1
1	1	1	1	0	0	0	1	1
0	1	1	0	1	1	0	0	0
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1	1	0	1	1	0	0	1	0
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0	0	0	1	1	1	1	1	1
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0	0	1	1	1	1	1	1	1
1	0	1	1	0	0	1	1	1
1	1	1	1	1	1	1	1	1
1	0	1	1	1	1	1	1	1
1	1	1	0	1	1	1	1	1
1	1	1	1	1	1	0	1	1
1	1	1	1	1	1	1	1	1
0	1	1	1	1	1	1	1	1

12 14 20 24 17 20 19 24 25

is Normality of Post-test in the Experimental Class

32	35	37	36	39			Xi	Xi2
0	0	1	0	1	6	36	30	900
0	0	0	0	1	6	36	30	900
0	0	0	0	1	7	49	35	1225
0	0	1	1	1	8	64	40	1600
1	0	0	0	1	8	64	40	1600
0	1	1	1	0	9	81	45	2025
1	0	0	1	1	9	81	45	2025
1	0	0	0	0	9	81	45	2025
0	1	1	0	1	10	100	50	2500
0	0	1	1	0	10	100	50	2500
0	0	0	0	1	10	100	50	2500
0	1	1	1	1	12	144	60	3600
1	1	1	1	1	12	144	60	3600
1	1	1	1	1	15	225	75	5625
1	1	1	1	1	15	225	75	5625
1	1	1	1	1	15	225	75	5625
1	1	1	1	1	15	225	75	5625
1	0	1	1	1	15	225	75	5625
1	1	1	1	1	15	225	75	5625
1	1	1	1	1	15	225	75	5625
1	1	1	1	1	16	256	80	6400
1	1	1	1	1	16	256	80	6400
1	1	1	1	1	16	256	80	6400
1	1	1	1	1	16	256	80	6400
1	1	1	1	1	16	256	80	6400
1	1	1	1	1	17	289	85	7225
1	1	1	1	0	17	289	85	7225
1	1	1	1	1	17	289	85	7225
0	1	1	1	1	19	361	95	9025
1	1	1	1	1	19	361	95	9025

20

20

24

23

26

mean	Xi-x	s	zi	F(zi)	F(kum)	S(zi)	F(zi)-S(zi)	F(zi) - S(zi)
65.000	-35.00	19.7833	-1.77	0.038433	2	0.066667	-0.0282	0.0282
65.000	-35.00	19.7833	-1.77	0.038433	2	0.066667	-0.0282	0.0282
65.000	-30.00	19.7833	-1.52	0.064705	3	0.1	-0.0353	0.0353
65.000	-25.00	19.7833	-1.26	0.10317	5	0.166667	-0.0635	0.0635
65.000	-25.00	19.7833	-1.26	0.10317	5	0.166667	-0.0635	0.0635
65.000	-20.00	19.7833	-1.01	0.156019	8	0.266667	-0.1106	0.1106
65.000	-20.00	19.7833	-1.01	0.156019	8	0.266667	-0.1106	0.1106
65.000	-20.00	19.7833	-1.01	0.156019	8	0.266667	-0.1106	0.1106
65.000	-15.00	19.7833	-0.76	0.224161	11	0.366667	-0.1425	0.1425
65.000	-15.00	19.7833	-0.76	0.224161	11	0.366667	-0.1425	0.1425
65.000	-15.00	19.7833	-0.76	0.224161	11	0.366667	-0.1425	0.1425
65.000	-5.00	19.7833	-0.25	0.400235	13	0.433333	-0.0331	0.0331
65.000	-5.00	19.7833	-0.25	0.400235	13	0.433333	-0.0331	0.0331
65.000	10.00	19.7833	0.51	0.693388	20	0.666667	0.0267	-0.0267
65.000	10.00	19.7833	0.51	0.693388	20	0.666667	0.0267	-0.0267
65.000	10.00	19.7833	0.51	0.693388	20	0.666667	0.0267	-0.0267
65.000	10.00	19.7833	0.51	0.693388	20	0.666667	0.0267	-0.0267
65.000	10.00	19.7833	0.51	0.693388	20	0.666667	0.0267	-0.0267
65.000	10.00	19.7833	0.51	0.693388	20	0.666667	0.0267	-0.0267
65.000	10.00	19.7833	0.51	0.693388	20	0.666667	0.0267	-0.0267
65.000	15.00	19.7833	0.76	0.775839	25	0.833333	-0.0575	0.0575
65.000	15.00	19.7833	0.76	0.775839	25	0.833333	-0.0575	0.0575
65.000	15.00	19.7833	0.76	0.775839	25	0.833333	-0.0575	0.0575
65.000	15.00	19.7833	0.76	0.775839	25	0.833333	-0.0575	0.0575
65.000	15.00	19.7833	0.76	0.775839	25	0.833333	-0.0575	0.0575
65.000	20.00	19.7833	1.01	0.843981	28	0.933333	-0.0894	0.0894
65.000	20.00	19.7833	1.01	0.843981	28	0.933333	-0.0894	0.0894
65.000	20.00	19.7833	1.01	0.843981	28	0.933333	-0.0894	0.0894
65.000	30.00	19.7833	1.52	0.935295	30	1	-0.0647	0.0647
65.000	30.00	19.7833	1.52	0.935295	30	1	-0.0647	0.0647

Lobserve 0.142506
Lcritical 0.161

Appendix 17

The Analysis Normality of Pre-test in the Control Class

NO	Code	1	5	7	9	11	14	15	17	18	25	26	28	33	30	32	35	34	37	38	40			Xi	Xi2	mean		Xi-x		s	zi	F(zi)	F(kum)	S(zi)	F(zi)-S(zi)	F(zi) - S(zi)
1	C1	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	2	4	10	100	48.833	-38.83	20.4131	-1.90	0.028561		2	0.066666667	-0.0381	0.0381	
2	C3	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	1	0	2	4	10	100	48.833	-38.83	20.4131	-1.90	0.028561		2	0.066666667	-0.0381	0.0381	
3	C6	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	1	1	1	4	16	20	400	48.833	-28.83	20.4131	-1.41	0.078903	5	0.166666667	-0.0878	0.0878		
4	C7	0	0	0	1	0	0	0	0	1	0	0	0	0	0	1	0	0	0	1	0	4	16	20	400	48.833	-28.83	20.4131	-1.41	0.078903	5	0.166666667	-0.0878	0.0878		
5	C9	0	0	0	0	1	0	0	0	0	0	0	0	0	0	1	1	0	1	0	0	4	16	20	400	48.833	-28.83	20.4131	-1.41	0.078903	5	0.166666667	-0.0878	0.0878		
6	C11	1	0	0	1	0	0	0	0	0	0	0	0	0	1	1	0	0	1	1	0	6	36	30	900	48.833	-18.83	20.4131	-0.92	0.178105	9	0.3	-0.1219	0.1219		
7	C16	0	0	0	1	1	0	0	0	1	0	0	1	0	0	1	0	0	0	1	0	6	36	30	900	48.833	-18.83	20.4131	-0.92	0.178105	9	0.3	-0.1219	0.1219		
8	C18	0	0	0	1	0	0	0	1	1	1	0	0	1	0	0	0	1	0	0	0	6	36	30	900	48.833	-18.83	20.4131	-0.92	0.178105	9	0.3	-0.1219	0.1219		
9	C19	0	0	0	1	1	0	0	1	1	0	0	1	0	0	0	0	1	0	0	0	6	36	30	900	48.833	-18.83	20.4131	-0.92	0.178105	9	0.3	-0.1219	0.1219		
10	C20	1	1	0	1	0	0	0	1	1	1	0	0	0	1	0	0	0	0	0	0	7	49	35	1225	48.833	-13.83	20.4131	-0.68	0.248991	10	0.333333333	-0.0843	0.0843		
11	C22	1	1	0	1	1	0	0	1	0	0	1	0	0	0	0	0	1	0	1	0	8	64	40	1600	48.833	-8.83	20.4131	-0.43	0.332606	11	0.366666667	-0.0341	0.0341		
12	C2	1	1	0	1	1	0	0	0	0	1	0	1	1	0	1	0	0	0	1	1	10	100	50	2500	48.833	1.17	20.4131	0.06	0.522788	13	0.433333333	0.0895	-0.0895		
13	C4	1	1	0	1	1	0	1	0	0	1	0	0	0	0	1	1	1	0	0	1	10	100	50	2500	48.833	1.17	20.4131	0.06	0.522788	13	0.433333333	0.0895	-0.0895		
14	C10	0	1	0	1	1	0	0	0	1	1	1	0	1	1	0	0	1	1	0	1	11	121	55	3025	48.833	6.17	20.4131	0.30	0.61871	19	0.633333333	-0.0146	0.0146		
15	C12	1	0	0	1	1	0	0	0	0	1	0	0	1	1	1	1	1	1	1	0	11	121	55	3025	48.833	6.17	20.4131	0.30	0.61871	19	0.633333333	-0.0146	0.0146		
16	C13	1	1	1	1	1	0	0	0	1	1	0	0	0	0	1	1	0	1	0	1	11	121	55	3025	48.833	6.17	20.4131	0.30	0.61871	19	0.633333333	-0.0146	0.0146		
17	C15	1	1	1	1	1	0	0	0	0	1	0	1	1	1	0	0	1	1	0	0	11	121	55	3025	48.833	6.17	20.4131	0.30	0.61871	19	0.633333333	-0.0146	0.0146		
18	C25	1	1	1	1	1	0	0	0	0	1	1	1	1	0	1	0	1	0	0	0	11	121	55	3025	48.833	6.17	20.4131	0.30	0.61871	19	0.633333333	-0.0146	0.0146		
19	C28	0	0	0	1	1	0	0	1	0	1	0	1	1	1	1	1	1	0	0	1	11	121	55	3025	48.833	6.17	20.4131	0.30	0.61871	19	0.633333333	-0.0146	0.0146		
20	C29	1	1	1	1	1	0	0	0	0	1	0	0	1	1	1	0	1	1	1	1	13	169	65	4225	48.833	16.17	20.4131	0.79	0.785812	23	0.766666667	0.0191	-0.0191		
21	C30	1	1	1	1	0	0	0	0	0	1	0	1	1	1	1	1	1	1	0	13	169	65	4225	48.833	16.17	20.4131	0.79	0.785812	23	0.766666667	0.0191	-0.0191			
22	C5	1	1	1	1	0	0	0	0	0	1	0	1	1	1	1	1	1	1	1	0	13	169	65	4225	48.833	16.17	20.4131	0.79	0.785812	23	0.766666667	0.0191	-0.0191		
23	C8	1	1	1	1	1	0	0	0	1	0	0	0	1	1	1	1	1	1	0	1	13	169	65	4225	48.833	16.17	20.4131	0.79	0.785812	23	0.766666667	0.0191	-0.0191		
24	C14	1	0	0	0	1	0	1	1	0	1	1	0	1	1	1	1	1	1	1	1	14	196	70	4900	48.833	21.17	20.4131	1.04	0.850112	28	0.933333333	-0.0832	0.0832		
25	C17	0	1	0	1	1	0	1	0	1	1	1	0	1	0	1	1	1	1	1	1	14	196	70	4900	48.833	21.17	20.4131	1.04	0.850112	28	0.933333333	-0.0832	0.0832		
26	C23	1	0	1	1	1	0	1	1	1	0	1	1	0	1	0	0	1	1	1	1	14	196	70	4900	48.833	21.17	20.4131	1.04	0.850112	28	0.933333333	-0.0832	0.0832		
27	C24	1	0	1	1	1	0	1	1	1	0	1	1	0	1	1	0	0	1	1	1	14	196	70	4900	48.833	21.17	20.4131	1.04	0.850112	28	0.933333333	-0.0832	0.0832		
28	C26	1	0	1	1	1	0	1	1	1	1	1	0	1	0	1	1	0	1	0	1	14	196	70	4900	48.833	21.17	20.4131	1.04	0.850112	28	0.933333333	-0.0832	0.0832		
29	C27	1	1	1	1	1	0	1	1	1	1	1	0	1	1	1	1	1	0	0	0	15	225	75	5625	48.833	26.17	20.4131	1.28	0.900053	30	1	-0.0999	0.0999		
30	C21	0	1	0	1	1	1	0	1	1	1	1	1	1	1	1	1	1	0	0	1	15	225	75	5625	48.833	26.17	20.4131	1.28	0.900053	30	1	-0.0999	0.0999		

Lobserve 0.12189458

$L_{critical}$	0.161
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Appendix 15

NO	Kode	1	5	7	9	11	14
1	E21	0	0	0	1	0	0
2	E7	0	0	0	0	0	0
3	E13	0	0	0	1	0	0
4	E16	0	0	0	1	0	0
5	E19	0	0	0	1	1	0
6	E23	1	0	0	1	0	0
7	E25	0	0	0	1	1	0
8	E2	0	0	0	1	0	0
9	E4	0	0	0	1	1	0
10	E9	1	1	0	1	0	0
11	E11	1	1	0	1	1	0
12	E15	1	1	0	1	1	0
13	E20	1	1	0	1	1	0
14	E28	0	1	0	1	1	0
15	E29	1	0	0	1	1	0
16	E30	1	1	1	1	1	0
17	E1	1	1	1	1	1	0
18	E3	1	1	1	1	1	0
19	E6	0	0	0	1	1	0
20	E10	1	1	1	1	1	0
21	E14	1	1	1	1	0	0
22	E17	1	1	1	1	0	0
23	E18	1	1	1	1	1	0
24	E22	1	0	0	0	1	0
25	E24	0	1	0	1	1	0
26	E26	1	0	1	1	1	0
27	E27	1	0	1	1	1	0
28	E12	1	0	1	1	1	0
29	E5	1	1	1	1	1	0
30	E8	0	1	1	1	1	1
		18	15	12	28	21	1

The Analys

15	17	18	25	26	28	33	30	32
0	0	1	0	0	0	0	0	0
0	0	1	0	0	0	0	0	0
0	0	1	0	0	0	0	0	0
0	0	1	0	0	0	1	0	0
0	0	0	0	0	0	0	0	0
0	0	0	1	0	0	0	0	1
0	0	0	1	0	1	0	0	1
0	0	0	1	0	0	1	0	1
0	0	0	1	0	1	0	1	0
0	0	0	1	0	0	0	1	1
0	0	0	1	0	0	1	0	0
0	0	0	1	0	1	1	0	1
0	0	0	1	0	0	0	0	1
0	1	1	1	1	0	0	1	0
0	0	0	1	0	0	1	1	1
0	0	1	1	0	0	1	0	1
0	0	0	1	0	0	1	0	1
0	0	0	1	0	1	0	1	1
0	1	1	1	1	0	1	0	1
0	1	1	1	0	0	1	0	1
0	0	1	1	0	1	1	0	1
0	0	1	1	0	1	0	1	1
0	0	1	1	0	0	1	0	1
1	1	1	1	1	1	1	1	0
1	0	1	1	1	1	1	1	1
1	1	1	0	1	1	0	1	1
1	1	1	0	1	1	0	1	1
1	1	1	0	1	1	0	1	1
1	1	1	1	1	0	0	1	1
1	1	0	1	1	0	1	1	0
7	9	17	22	9	11	14	13	20

is Normality of Pre-test in the Experimental Class

35	34	37	38	40				Xi	Xi2
0	0	0	0	0	2	4	10	100	
0	0	0	0	1	2	4	10	100	
0		0	0	0	2	4	10	100	
0	0	0	0	1	4	16	20	400	
0	1	0	0	1	4	16	20	400	
0	1	0	0	0	5	25	25	625	
0	0	0	0	0	5	25	25	625	
0	1	0	0	1	6	36	30	900	
0	1	0	0	0	6	36	30	900	
0	0	0	0	1	7	49	35	1225	
0	0	0	0	1	7	49	35	1225	
1	0	1	0	0	10	100	50	2500	
1	0	1	1	1	10	100	50	2500	
0	0	0	1	1	10	100	50	2500	
1	1	1	1	1	12	144	60	3600	
0	1	0	1	1	12	144	60	3600	
0	1	1	1	1	12	144	60	3600	
0	1	0	1	1	12	144	60	3600	
0	1	1	1	1	12	144	60	3600	
0	1	1	0	1	13	169	65	4225	
1	1	1	1	1	14	196	70	4900	
1	1	1	1	1	14	196	70	4900	
1	1	1	1	1	14	196	70	4900	
1	0	1	1	1	14	196	70	4900	
0	1	1	1	1	15	225	75	5625	
0	1	1	1	1	15	225	75	5625	
0	1	1	1	1	15	225	75	5625	
0	1	1	1	1	15	225	75	5625	
0	1	1	0	1	15	225	75	5625	
1	1	1	0	1	15	225	75	5625	
8	19	16	15	24					

mean	Xi-x	s	zi	F(zi)	F(kum)	S(zi)	F(zi)-S(zi)	F(zi) - S(zi)
49.833	-39.83	22.8746	-1.74	0.040809	3	0.1	-0.0592	0.0592
49.833	-39.83	22.8746	-1.74	0.040809	3	0.1	-0.0592	0.0592
49.833	-39.83	22.8746	-1.74	0.040809	3	0.1	-0.0592	0.0592
49.833	-29.83	22.8746	-1.30	0.096081	5	0.166667	-0.0706	0.0706
49.833	-29.83	22.8746	-1.30	0.096081	5	0.166667	-0.0706	0.0706
49.833	-24.83	22.8746	-1.09	0.138821	7	0.233333	-0.0945	0.0945
49.833	-24.83	22.8746	-1.09	0.138821	7	0.233333	-0.0945	0.0945
49.833	-19.83	22.8746	-0.87	0.192958	9	0.3	-0.1070	0.1070
49.833	-19.83	22.8746	-0.87	0.192958	9	0.3	-0.1070	0.1070
49.833	-14.83	22.8746	-0.65	0.258343	11	0.366667	-0.1083	0.1083
49.833	-14.83	22.8746	-0.65	0.258343	11	0.366667	-0.1083	0.1083
49.833	0.17	22.8746	0.01	0.502907	14	0.466667	0.0362	-0.0362
49.833	0.17	22.8746	0.01	0.502907	14	0.466667	0.0362	-0.0362
49.833	0.17	22.8746	0.01	0.502907	14	0.466667	0.0362	-0.0362
49.833	10.17	22.8746	0.44	0.671642	19	0.633333	0.0383	-0.0383
49.833	10.17	22.8746	0.44	0.671642	19	0.633333	0.0383	-0.0383
49.833	10.17	22.8746	0.44	0.671642	19	0.633333	0.0383	-0.0383
49.833	10.17	22.8746	0.44	0.671642	19	0.633333	0.0383	-0.0383
49.833	10.17	22.8746	0.44	0.671642	19	0.633333	0.0383	-0.0383
49.833	15.17	22.8746	0.66	0.746346	20	0.666667	0.0797	-0.0797
49.833	20.17	22.8746	0.88	0.811008	24	0.8	0.0110	-0.0110
49.833	20.17	22.8746	0.88	0.811008	24	0.8	0.0110	-0.0110
49.833	20.17	22.8746	0.88	0.811008	24	0.8	0.0110	-0.0110
49.833	20.17	22.8746	0.88	0.811008	24	0.8	0.0110	-0.0110
49.833	25.17	22.8746	1.10	0.864378	30	1	-0.1356	0.1356
49.833	25.17	22.8746	1.10	0.864378	30	1	-0.1356	0.1356
49.833	25.17	22.8746	1.10	0.864378	30	1	-0.1356	0.1356
49.833	25.17	22.8746	1.10	0.864378	30	1	-0.1356	0.1356
49.833	25.17	22.8746	1.10	0.864378	30	1	-0.1356	0.1356

Lobserve 0.135622
Lcritical 0.161

Appendix 6**Pre-Test Question****TEST ITEMS FOR POST-TEST**

Mata Pelajaran : Bahasa Inggris

Kelas :

Nama :

Waktu : 40 Menit

Choose the correct answer by crossing a, b, c, or d

1. Did Claire ... the housework last night?
a. finish b. finished c. finishes d. finishing
2. The film wasn't very good. I ... it very much.
a. Enjoyed b. wasn't enjoy c. doesn't enjoyed d. didn't enjoy
3. The hotel ... very expensive. It doesn't very mush last month.
a. aren't b. wasn't c. isn't d. didn't
4. Sue wasn't very hungry, so she ... anything this morning.
a. didn't eat b. don't eat c. ate d. doesn't eat
5. Did Brad and Angelina get married in 2011? No, they ...
a. doesn't b. didn't c. aren't d. isn't

15. Della and Jim Young a newly married couple ... poor last.

- a. is b. are c. were d. was

16. Della noticed sadly when Jim ... at his watch yesterday.

- a. looked b. look c. looks d. looking

17. Jim arrived home and saw Della's hair ... speechless an hour ago.

- a. is b. are c. was d. were

18. He ... a glass of wine last night

- a. drinks b. drink c. drank d. is drinking

19. She ... at watchmaker's shop and found exactly the right chain for Jim's watch an hour ago.

- a. stop b. stopped c. stopping d. stops

20. what did they do last week?

- a. they play football c. they played football
b. they plays football d. they are playing football

ANSWER KEY OF POST TEST

- | | |
|-------|-------|
| 1. A | 11. B |
| 2. D | 12. C |
| 3. B | 13. C |
| 4. A | 14. A |
| 5. B | 15. C |
| 6. C | 16. A |
| 7. D | 17. C |
| 8. A | 18. C |
| 9. A | 19. B |
| 10. A | 20. C |



Appendix

Pre-Test Question

TEST ITEMS FOR PRE-TEST

Mata Pelajaran : Bahasa Inggris

Kelas :

Nama :

Waktu : 40 Menit

Choose the correct answer by crossing a, b, c, or d

1. They ... play music in this cafe last Saturday.
a. Weren't b. Wasn't c. aren't d. didn't
2. ... they at restaurant last night?
a. was b. were c. are d. is
3. I bought some fruits in market ...
a. this morning b. tomorrow c. every morning d. now
4. Did Tian and Arie ... the song together yesterday?
a. song b. sang c. sing d. sings
5. That girl ... here yesterday.
a. aren't b. weren't c. isn't d. wasn't
6. They made mistakes because they didn't ... the guidelines.
a. following b. followed c. follow d. follows

7. You ... ill last night.

- a. are b. was c. were d. does

8. Michael's grandmother passed away ...

- a. next year b. next week c. last year d. tomorrow

9. ... Rina sick last week?

- a. was b. are c. is d. were

10. Did he send a letter ?

- a. yes she did b. yes he did c. yes she does d. yes she was

11. She did not wash her hands ...

- a. just now b. now c. next month d. every day

12. Did you come to her party last night?

- a. yes I do b. yes I did c. yes I am d. yes I was

13. Did he ... English last night ?

- a. studied b. studies c. studying d. study

14. Mr. Oskar ... his car three days ago.

- a. sold b. sell c. to sell d. selling

15. My uncle built a new house ...

- a. tomorrow b. last month c. every day d. next week

16. They ... happy last night.

- a. were b. was c. are d. does

17. ... you sing a song last night?

- a. do b. did c. does d. was

18. I ... it by myself last month

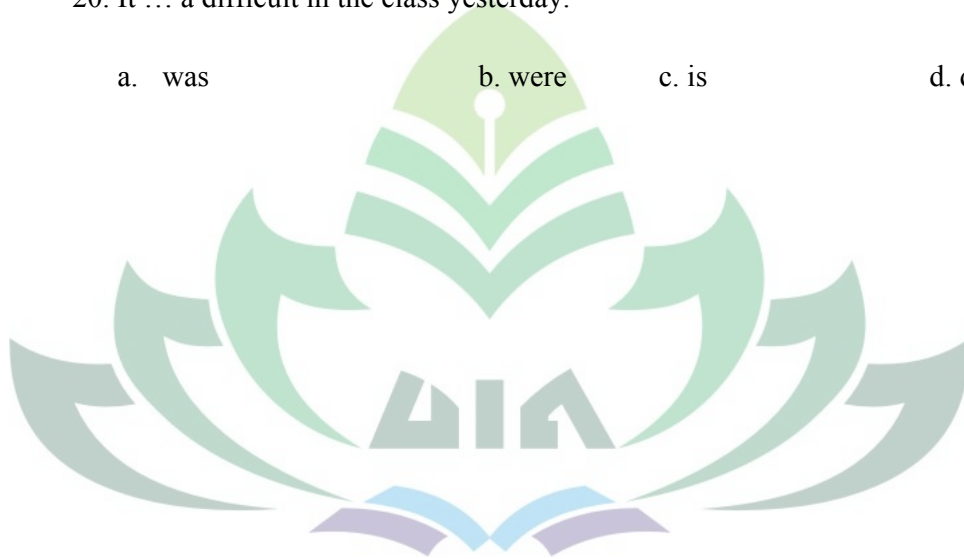
- a. made b. make c. makes d. is making

19. He didn't ... what I mean in his house yesterday.

- a. understand b. understood c. understanding d. understands

20. It ... a difficult in the class yesterday.

- a. was b. were c. is d. does



ANSWER KEY OF PRE TEST

- | | |
|-------|-------|
| 1. D | 11. A |
| 2. B | 12. B |
| 3. A | 13. D |
| 4. C | 14. A |
| 5. D | 15. B |
| 6. C | 16. A |
| 7. C | 17. B |
| 8. C | 18. A |
| 9. A | 19. A |
| 10. D | 20. A |



Appendix 28

Table of (r) Product Moment

N	Taraf Significant		N	Taraf Significant		N	Taraf Significant	
	5%	10%		5%	10%		5%	10%
3	0,997	0,999	27	0,381	0,487	55	0,266	0,345
4	0,950	0,990	28	0,374	0,478	60	0,254	0,330
5	0,878	0,959	29	0,367	0,470	65	0,244	0,317
6	0,811	0,917	30	0,361	0,463	70	0,235	0,306
7	0,754	0,874	31	0,355	0,456	75	0,227	0,296
8	0,707	0,834	32	0,349	0,449	80	0,220	0,286
9	0,666	0,798	33	0,344	0,442	85	0,213	0,278
10	0,632	0,765	34	0,339	0,436	90	0,207	0,270
11	0,602	0,735	35	0,334	0,430	95	0,202	0,263
12	0,576	0,708	36	0,329	0,424	100	0,195	0,256
13	0,553	0,684	37	0,325	0,418	125	0,176	0,230
14	0,532	0,661	38	0,320	0,413	150	0,159	0,210
15	0,514	0,641	39	0,316	0,408	175	0,148	0,194
16	0,497	0,623	40	0,312	0,403	200	0,138	0,181
17	0,482	0,606	41	0,308	0,398	300	0,113	0,148
18	0,468	0,590	42	0,304	0,393	400	0,098	0,128
19	0,456	0,575	43	0,301	0,389	500	0,088	0,115
20	0,444	0,561	44	0,297	0,384	600	0,080	0,105
21	0,433	0,549	45	0,294	0,380	700	0,074	0,097
22	0,423	0,537	46	0,291	0,376	800	0,070	0,091
23	0,413	0,526	47	0,288	0,372	900	0,065	0,086
24	0,404	0,515	48	0,284	0,368	1000	0,062	0,081
25	0,396	0,505	49	0,281	0,364			
26	0,388	0,496	50	0,279	0,361			

Appendix 2

Lesson Plan for Control Class

Rencana Pelaksanaan Pembelajaran

(RPP)

Sekolah : SMPN 01 Gunung Terang

Mata Pelajaran : Bahasa Inggris

Kelas/Semester : VIII/2

Pertemuan Ke : 1 (*Control Class*)

Alokasi Waktu : 2 x 40 Menit

Topik Pembelajaran : *Simple Past Tense*

A. Standar Kompetensi

12. Mengungkapkan makna dalam teks tulis fungsional dan esei pendek sederhana berbentuk *recount* dan *narrative* untuk berinteraksi dengan lingkungan sekitar.

B. Kompetensi Dasar

12.1 Mengungkapkan makna dalam bentuk teks tulis fungsional pendek sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan sekitar.

12.2 Mengungkapkan makna dan langkah retorika dalam esei pendek sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan sekitar berbentuk *recount* dan *narrative*.

C. Indikator Pembelajaran

- Menunjukkan semangat belajar dengan mempratikan bahasa Inggris dalam kegiatan pembelajaran dikelas.
- Mampu membuat kalimat sederhana dengan menggunakan *simple past tense*.

D. Tujuan Pembelajaran

- Memahami kalimat-kalimat sederhana dalam bentuk *simple past tense*.
- Membuat kalimat dalam bentuk *simple past tense* secara sederhana.
- Mengidentifikasi penggunaan kata keterangan waktu dalam kalimat *simple past tense* seperti : *yesterday, last night, last week, last month, two days ago, five years ago, etc.*

E. Materi Pembelajaran

Simple past tense

The simple past tense is used to talk about activities or situation than began and ended in the past (*e.g., yesterday, last night, two days ago, in 1999*).

Verbal Sentence

Positive form : Subject + Past Tense (Verb 2) + O

Ex : Indra played football yesterday.

Negative form : Subject + did + not + Verb 1 + O

Ex : Budi did not play football yesterday.

Interrogative form : Did + Subject + Verb 1 + O

Ex : Did Andi play football yesterday?

Time signal :

Yesterday	last month	last march
Two days ago	last week	this morning
An hour ago	last year	a month ago
A few minutes ago	just now	at the time

F. Metode Pembelajaran

Tanya Jawab, Ceramah, Diskusi .

G. Langkah-langkah Pembelajaran

1. Kegiatan Awal (10 Menit)

- Berdo'a .
- Mengucapkan salam dengan ramah kepada peserta didik ketika memasuki ruang kelas.
- Guru mengecek daftar hadir peserta didik.
- Guru menjelaskan tujuan pembelajaran atau kompetensi yang akan dicapai .
- Guru menyampaikan garis besar cakupan materi penjelasan tentang kegiatan yang akan dilakukan peserta didik untuk menyelesaikan latihan-latihan dan tugas dalam pembelajaran.

2. Kegiatan Inti (60 Menit)

- Guru menjelaskan materi tentang *simple past tense* dan penggunaanya.
- Guru memberikan penjelasan tentang penggunaan kata keterangan waktu seperti *yesterday, last night, last week, last month, two days ago, five years ago, etc.*
- Guru memberikan beberapa contoh kalimat dalam *simple past tense* dalam bentuk *verbal sentence*.
- Guru meminta peserta didik bertanya tentang kosa kata yang belum diketahui.

- Guru meminta peserta didik untuk membuat contoh kalimat *simple past tense* dalam bentuk *verbal sentence*.
- Guru meminta peserta didik menukarkan hasil pekerjaan mereka dengan teman sebangku.

3. Kegiatan Akhir (10 Menit)

- Guru menanyakan kesulitan siswa selama proses belajar mengajar.
- Guru menyimpulkan materi pembelajaran.
- Guru memberikan salam penutup.

H. Alat dan Sumber Pembelajaran

Alat : Spidol, papan tulis

Sumber : Buku Redjeki Agoestyowati, *102 English Game*, 2017, p.183

I. Penilaian

Nama kegiatan :

Tanggal pelaksanaan :

Nama :

NIS :

NO	Aspek yang Dinilai	Nilai
Sikap(<i>attitudes</i>)		
1	Ingin tahu	
2	Percaya diri	
3	Jujur	
Perilaku(<i>action</i>)		
1	Kerja sama	

2	Melakukan tindak komunikasi yang tepat	
Pengetahuan(<i>knowledge</i>)		
1	Pengucapan	
2	Kelancaran	
3	Intonasi	
Total		
Rata-rata		

Pedoman penskoran : masing-masing soal jika dijawab benar mendapat skor 1, skor maksimal 10.

Mengetahui,
Guru Bahasa Inggris

Bandar Lampung, January 2017

Mahasiswa Peneliti,

Neiny Meilinda Sari,S.Pd

Hanisa

Kepala SMPN 01 Gunung Terang

Sri Widodo, S.Pd

NIP. 19681107199501 1 001

Choose the correct answer by crossing a, b, c or d.

1. She ... English last night.
a. study b. studied c. studies d. studying
2. They ... the classroom yesterday.
a. cleaned b. to clean c. cleaning d. cleans
3. I did not ... cake last week.
a. eated b. ate c. eat d. eating
4. Did you ... last month?
a. work c. worked
b. working d. works
5. I ... you a letter a month ago.
a. send b. sending c. sent d. sends
6. Did you ... me three times last Sunday?
a. call b. calling c. called d. calls
7. Jokowi ... the president election several months ago.
a. win b. won c. winner d. wins
8. They ... to Lampung five years ago.
a. move b. moving c. moved d. moves
9. ... you sing a song yesterday?
a. Do b. Does c. Did d. Was
10. Agung ... to Thailand last years
a. go b. goes c. going d. went

ANSWER KEY

1. B
2. A
3. C
4. A
5. C
6. A
7. B
8. C
9. C
10. D



Rencana Pelaksanaan Pembelajaran (RPP)

Sekolah : SMPN 01 Gunung Terang

Mata Pelajaran : Bahasa Inggris

Kelas/Semester : VIII/2

Pertemuan Ke : 2 (*Control Class*)

Alokasi Waktu : 2 x 40 Menit

Topik Pembelajaran : *Simple Past Tense*

A. Standar Kompetensi

12. Mengungkapkan makna dalam teks tulis fungsional dan esei pendek sederhana berbentuk *recount* dan *narrative* untuk berinteraksi dengan lingkungan sekitar.

B. Kompetensi Dasar

12.1 Mengungkapkan makna dalam bentuk teks tulis fungsional pendek sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan sekitar.

12.2 Mengungkapkan makna dan langkah retorika dalam esei pendek sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan sekitar berbentuk *recount* dan *narrative*.

C. Indikator Pembelajaran

- Menunjukkan semangat belajar dengan mempratikan bahasa Inggris dalam kegiatan pembelajaran dikelas.
- Mampu membuat kalimat sederhana dengan menggunakan *simple past tense*.

D. Tujuan Pembelajaran

- Memahami kalimat-kalimat sederhana dalam bentuk *simple past tense*.
- Membuat kalimat dalam bentuk *simple past tense* secara sederhana.
- Mengidentifikasi penggunaan kata keterangan waktu dalam kalimat *simple past tense* seperti : *yesterday, last night, last week, last month, two days ago, five years ago, etc.*

E. Materi Pembelajaran

Simple past tense

The simple past tense is used to talk about activities or situation than began and ended in the past (e.g., *yesterday, last night, two days ago, in 1999*).

Nominal Sentence

Positive form : Subject + Was/Were + Complement

Ex : I Was here ten years ago
You were happy last night

Negative form : Subject + Was/Were + not + Complement

Ex : She was not angry yesterday.

We were not at home yesterday.

Interrogative form : Was/Were + Subject + Complement

Ex : Was she here ten years ago ?

Were you at home yesterday?

Time signal :

Yesterday	last month	last march
Two days ago	last week	this morning
An hour ago	last year	a month ago
A few minutes ago	just now	at the time

F. Metode Pembelajaran

Tanya Jawab, Ceramah, Diskusi.

G. Langkah-langkah Pembelajaran

1. Kegiatan Awal (10 Menit)

- Berdo'a .
- Mengucapkan salam dengan ramah kepada peserta didik ketika memasuki ruang kelas.
- Guru mengecek daftar hadir peserta didik.
- Guru menjelaskan tujuan pembelajaran atau kompetensi yang akan dicapai .
- Guru menyampaikan garis besar cakupan materi penjelasan tentang kegiatan yang akan dilakukan peserta didik untuk menyelesaikan latihan-latihan dan tugas dalam pembelajaran.

2. Kegiatan Inti (60 Menit)

- Guru menjelaskan materi tentang *simple past tense* dan penggunaannya.
- Guru memberikan penjelasan tentang penggunaan kata keterangan waktu seperti *yesterday, last night, last week, last month, two days ago, five years ago, etc.*
- Guru memberikan beberapa contoh kalimat dalam *simple past tense* dalam bentuk *nominal sentence*.
- Guru meminta peserta didik bertanya tentang kosa kata yang belum diketahui.
- Guru meminta peserta didik untuk membuat contoh kalimat *simple past tense* dalam bentuk *nominal sentence*.

- Guru meminta peserta didik menukarkan hasil pekerjaan mereka dengan teman sebangku.

3. Kegiatan Akhir (10 Menit)

- Guru menanyakan kesulitan siswa selama proses belajar mengajar.
- Guru menyimpulkan materi pembelajaran.
- Guru memberikan salam penutup.

H. Alat dan Sumber Pembelajaran

Alat : Spidol, papan tulis

Sumber : Buku Redjeki Agoestyowati, *102 English Game*, 2017, p.183

I. Penilaian

Nama kegiatan :

Tanggal pelaksanaan :

Nama :

NIS :

NO	Aspek yang Dinilai	Nilai
Sikap(<i>attitudes</i>)		
1	Ingin tahu	
2	Percaya diri	
3	Jujur	
Perilaku(<i>action</i>)		
1	Kerja sama	
2	Melakukan tindak komunikasi yang tepat	

Pengetahuan(<i>knowledge</i>)		
1	Pengucapan	
2	Kelancaran	
3	Intonasi	
Total		
Rata-rata		

Pedoman penskoran : masing-masing soal jika dijawab benar mendapat skor 1, skor maksimal 10.

Mengetahui,
Guru Bahasa Inggris

Bandar Lampung, January 2017

Mahasiswa Peneliti,

Neiny Meilinda Sari,S.Pd

Hanisa

Kepala SMPN 01 Gunung Terang

Sri Widodo, S.Pd

NIP. 19681107199501 1 001

Choose the correct answer by crossing a, b, c or d.

1. I ... ill yesterday.
a. was b. is c. studies d. were
2. They were not happy ...
a. today b. since c. every day d. yesterday
3. You ... sad last night.
a. am b. were c. is d. was
4. ... she here ten years ago?
a. Were b. Is c. Was d. Am
5. We ... not in Liverpool last new year.
a. were b. is c. was d. will
6. A : Were you at home at 9.30 yesterday.
B : No, I ... at work.
a. were b. will c. was d. am
7. Where ... you at 11 O'clock last Friday morning ?
a. am b. was c. still d. were
8. My parents ... mad at me last month.
a. were b. was c. is d. am
9. She was not happy to hear that you ... to her house.
a. came b. comes c. comes d. come
10. ... I late to come at 10 p.m yesterday?
a. were b. was c. do d. does

ANSWER KEY

1. A
2. D
3. B
4. C
5. A
6. C
7. D
8. A
9. A
10. B



Rencana Pelaksanaan Pembelajaran (RPP)

Sekolah : SMPN 01 Gunung Terang

Mata Pelajaran : Bahasa Inggris

Kelas/Semester : VIII/2

Pertemuan Ke : 3 (*Control Class*)

Alokasi Waktu : 2 x 40 Menit

Topik Pembelajaran : *Simple Past Tense*

A. Standar Kompetensi

12. Mengungkapkan makna dalam teks tulis fungsional dan esei pendek sederhana berbentuk *recount* dan *narrative* untuk berinteraksi dengan lingkungan sekitar.

B. Kompetensi Dasar

12.1 Mengungkapkan makna dalam bentuk teks tulis fungsional pendek sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan sekitar.

12.2 Mengungkapkan makna dan langkah retorika dalam esei pendek sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan sekitar berbentuk *recount* dan *narrative*.

C. Indikator Pembelajaran

- Menunjukkan semangat belajar dengan mempratikan bahasa Inggris dalam kegiatan pembelajaran dikelas.
- Mampu membuat dan memahami kalimat *simple past tense*.

D. Tujuan Pembelajaran

- Memahami kalimat-kalimat sederhana dalam bentuk *simple past tense*.
- Membuat kalimat dalam bentuk *simple past tense* secara sederhana.
- Memahami kalimat *simple past tense* dalam bentuk *verbal sentence* and *nominal sentence*.

E. Materi Pembelajaran

Simple past tense

The simple past tense is used to talk about activities or situation than began and ended in the past (e.g., *yesterday, last night, two days ago, in 1999*).

Verbal sentence

Positive form : Subject + Past Tense (Verb 2) + O

Ex : They worked yesterday.

Negative form : Subject + did + not + Verb 1 + O

Ex : Hani did not work yesterday.

Interrogative form : Did + Subject + Verb 1 + O

Ex : Did they work yesterday?

Nominal Sentence

Positive form : Subject + Was/Were + Complement

Ex : I was in class yesterday.

You were happy last night.

Negative form : Subject + Was/Were + not + Complement

Ex : I was not in class yesterday.

We were not at home yesterday.

Interrogative form : Was/Were + Subject + Complement

Ex : Was I in class yesterday?

Were you at home yesterday?

F. Metode Pembelajaran

Tanya Jawab, Ceramah, Diskusi.

G. Langkah-langkah Pembelajaran

1. Kegiatan Awal (10 Menit)

- Berdo'a .
- Mengucapkan salam dengan ramah kepada peserta didik ketika memasuki ruang kelas.
- Guru mengecek daftar hadir peserta didik.
- Guru menjelaskan tujuan pembelajaran atau kompetensi yang akan dicapai .
- Guru menyampaikan garis besar cakupan materi penjelasan tentang kegiatan yang akan dilakukan peserta didik untuk menyelesaikan latihan-latihan dan tugas dalam pembelajaran.

2. Kegiatan Inti (60 Menit)

- Guru menjelaskan materi tentang *simple past tense* dan penggunaanya.
- Guru memberikan beberapa contoh kalimat dalam *simple past tense* dalam bentuk *verbal sentence* and *nominal sentence*.
- beberapa siswa diminta untuk membuat contoh kalimat *simple past tense* dalam bentuk *verbal sentence* and *nominal sentence*.
- Guru dan peserta didik mendiskusikan hasil diskusi setiap kelompok.

3. Kegiatan Akhir (10 Menit)

- Guru menanyakan kesulitan siswa selama proses belajar mengajar.
- Guru menyimpulkan materi pembelajaran.
- Guru memberikan salam penutup.

H. Alat dan Sumber Pembelajaran

Alat : Spidol, papan tulis

Sumber : Buku Redjeki Agoestyowati, *102 English Game*, 2017, p.183

I. Penilaian

Nama kegiatan :

Tanggal pelaksanaan :

Nama :

NIS :

NO	Aspek yang Dinilai	Nilai
Sikap(<i>attitudes</i>)		
1	Ingin tahu	
2	Percaya diri	
3	Jujur	
Perilaku(<i>action</i>)		
1	Kerja sama	
2	Melakukan tindak komunikasi yang tepat	
Pengetahuan(<i>knowledge</i>)		
1	Pengucapan	
2	Kelancaran	

3	Intonasi	
Total		
Rata-rata		

Pedoman penskoran : masing-masing soal jika dijawab benar mendapat skor 1, skor maksimal 10.

Mengetahui,

Bandar Lampung, January 2017

Guru Bahasa Inggris

Mahasiswa Peneliti,

Neiny Meilinda Sari, S.Pd

Hanisa

Kepala SMPN 01 Gunung Terang

Sri Widodo, S.Pd

NIP. 19681107199501 1 001

Choose the correct answer by crossing a, b, c or d.

1. Did you ... me three times last Sunday?
 a. call b. calling c. called d. calls
2. Jokowi ... the president election several months ago.
 a. win b. won c. winner d. wins
3. You ... sad last night.
 a. am b. were c. is d. was
4. ... she here ten years ago?
 a. Were b. Is c. Was d. Am
5. ... you sing a song yesterday?
 a. Do b. Does c. Did d. Was
6. Agung ... to Thailand last years
 a. go b. goes c. going d. went
7. I ... ill yesterday.
 a. was b. is c. studies d. were
8. Where ... you at 11 O'clock last Friday morning?
 a. am b. was c. still d. were
9. She ... English last night.
 a. study b. studied c. studies d. studying
10. They ... the classroom yesterday.
 a. cleaned b. to clean c. cleaning d. cleans

ANSWER KEY

1. A
2. B
3. B
4. C
5. C
6. D
7. A
8. D
9. B
10. A



Appendix 1

Lesson Plan for Experimental Class

Rencana Pelaksanaan Pembelajaran (RPP)

Sekolah : SMPN 01 Gunung Terang
 Mata Pelajaran : Bahasa Inggris
 Kelas/Semester : VIII/2
 Pertemuan Ke : 1 (*Experimental Class*)
 Alokasi Waktu : 2 x 40 Menit
 Topik Pembelajaran : *Simple Past Tense*

A. Standar Kompetensi

12. Mengungkapkan makna dalam teks tulis fungsional dan esei pendek sederhana berbentuk *recount* dan *narrative* untuk berinteraksi dengan lingkungan sekitar.

B. Kompetensi Dasar

12.1 Mengungkapkan makna dalam bentuk teks tulis fungsional pendek sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan sekitar.

12.2 Mengungkapkan makna dan langkah retorika dalam esei pendek sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan sekitar berbentuk *recount* dan *narrative*.

C. Indikator Pembelajaran

- Menunjukkan semangat belajar dengan mempratikan bahasa Inggris dalam kegiatan pembelajaran dikelas.
- Mampu membuat kalimat sederhana dengan menggunakan *simple past tense*.

D. Tujuan Pembelajaran

- Memahami kalimat-kalimat sederhana dalam bentuk *simple past tense*.
- Membuat kalimat dalam bentuk *simple past tense* secara sederhana.
- Mengidentifikasi penggunaan kata keterangan waktu dalam kalimat *simple past tense* seperti : *yesterday, last night, last week, last month, two days ago, five years ago, etc.*

E. Materi Pembelajaran

Simple past tense

The simple past tense is used to talk about activities or situation than began and ended in the past (e.g., *yesterday, last night, two days ago, in 1999*).

Verbal Sentence

Positive form : Subject + Past Tense (Verb 2) + O

Ex : Indra played football yesterday.

Negative form : Subject + did + not + Verb 1 + O

Ex : Budi did not play football yesterday.

Interrogative form : Did + Subject + Verb 1 + O

Ex : Did Andi play football yesterday?

Time signal :

Yesterday	last month	last march
Two days ago	last week	this morning
An hour ago	last year	a month ago
A few minutes ago	just now	at the time

F. Metode Pembelajaran

Tanya Jawab, *Arranging Words Game*.

G. Langkah-langkah Pembelajaran

1. Kegiatan Awal (10 Menit)

- Berdo'a .
- Mengucapkan salam dengan ramah kepada peserta didik ketika memasuki ruang kelas.
- Guru mengecek daftar hadir peserta didik.
- Guru menjelaskan tujuan pembelajaran atau kompetensi yang akan dicapai .
- Guru menyampaikan garis besar cakupan materi penjelasan tentang kegiatan yang akan dilakukan peserta didik untuk menyelesaikan latihan-latihan dan tugas dalam pembelajaran.

2. Kegiatan Inti (60 Menit)

- Guru menjelaskan materi tentang *simple past tense* dan penggunaanya.
- Guru memberikan beberapa contoh kalimat dalam *simple past tense* dalam bentuk *verbal sentence*.
- Guru memberikan penjelasan tentang penggunaan kata keterangan waktu seperti *yesterday, last night, last week, last month, two days ago, five years ago, etc.*
- beberapa siswa diminta untuk membuat contoh kalimat *simple past tense* dalam bentuk *verbal sentence*.
- Guru mempersiapkan kalimat yang akan disusun oleh peserta didik.
- Guru mengajak siswa untuk bermain *Arranging word game* dan menjelaskan procedure permainannya.

- Guru membagi siswa dalam beberapa kelompok, setiap kelompok terdiri dari 3-4 siswa.
- Guru memberikan contoh cara menyusun kata-kata tersebut menjadi kalimat *verbal sentence*.
- Guru memberikan potongan-potongan kertas yang merupakan sebuah kalimat *verbal sentence* secara acak.
- Guru meminta masing-masing kelompok untuk menyusun kata-kata tersebut menjadi kalimat yang benar.
- Guru memberikan waktu 5 menit untuk menyusun kata-kata tersebut.
- Guru meminta tiap group untuk menuliskan semu kalimat yang telah mereka susun di papan tulis dan menjelaskan makna-makna kalimat tersebut.
- Guru dan peserta didik mendiskusikan hasil diskusi setiap kelompok.

3. Kegiatan Akhir (10 Menit)

- Guru menanyakan kesulitan siswa selama proses belajar mengajar.
- Guru menyimpulkan materi pembelajaran.
- Guru memberikan salam penutup.

H. Alat dan Sumber Pembelajaran

Alat : Spidol, papan tulis

Sumber : Buku Redjeki Agoestyowati, *102 English Game*, 2017, p.1

I. Penilaian

Nama kegiatan :

Tanggal pelaksanaan :

Nama :

NIS :

NO	Aspek yang Dinilai	Nilai
Sikap(<i>attitudes</i>)		
1	Ingin tahu	
2	Percaya diri	
3	Jujur	
Perilaku(<i>action</i>)		
1	Kerja sama	
2	Melakukan tindak komunikasi yang tepat	
Pengetahuan(<i>knowledge</i>)		
1	Pengucapan	
2	Kelancaran	
3	Intonasi	
Total		
Rata-rata		

Pedoman penskoran : masing-masing soal jika dijawab benar mendapat skor 1, skor maksimal 10.

Mengetahui,
Guru Bahasa Inggris

Bandar Lampung, January 2017
Mahasiswa Peneliti,

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Sri Widodo, S.Pd
NIP. 19681107199501 1 001



Rencana Pelaksanaan Pembelajaran (RPP)

Sekolah : SMPN 01 Gunung Terang

Mata Pelajaran : Bahasa Inggris

Kelas/Semester : VIII/2

Pertemuan Ke : 2 (*Experimental Class*)

Alokasi Waktu : 2 x 40 Menit

Topik Pembelajaran : *Simple Past Tense*

A. Standar Kompetensi

12. Mengungkapkan makna dalam teks tulis fungsional dan esei pendek sederhana berbentuk *recount* dan *narrative* untuk berinteraksi dengan lingkungan sekitar.

B. Kompetensi Dasar

12.1 Mengungkapkan makna dalam bentuk teks tulis fungsional pendek sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan sekitar.

12.2 Mengungkapkan makna dan langkah retorika dalam esei pendek sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan sekitar berbentuk *recount* dan *narrative*.

C. Indikator Pembelajaran

- Menunjukkan semangat belajar dengan mempratikan bahasa Inggris dalam kegiatan pembelajaran dikelas.
- Mampu membuat kalimat sederhana dengan menggunakan *simple past tense*.

D. Tujuan Pembelajaran

- Memahami kalimat-kalimat sederhana dalam bentuk *simple past tense*.
- Membuat kalimat dalam bentuk *simple past tense* secara sederhana.
- Mengidentifikasi penggunaan kata keterangan waktu dalam kalimat *simple past tense* seperti : *yesterday, last night, last week, last month, two days ago, five years ago, etc.*

E. Materi Pembelajaran

Simple past tense

The simple past tense is used to talk about activities or situation than began and ended in the past (e.g., *yesterday, last night, two days ago, in 1999*).

Nominal Sentence

Positive form : Subject + Was/Were + Complement

Ex : I Was here ten years ago
You were happy last night

Negative form : Subject + Was/Were + not + Complement

Ex : She was not angry yesterday.

We were not at home yesterday.

Interrogative form : Was/Were + Subject + Complement

Ex : Was she here ten years ago ?

Were you at home yesterday?

Time signal :

Yesterday	last month	last march
Two days ago	last week	this morning
An hour ago	last year	a month ago
A few minutes ago	just now	at the time

F. Metode Pembelajaran

Tanya Jawab, *Arranging Words Game*.

G. Langkah-langkah Pembelajaran

1. Kegiatan Awal (10 Menit)

- Berdo'a .
- Mengucapkan salam dengan ramah kepada peserta didik ketika memasuki ruang kelas.
- Guru mengecek daftar hadir peserta didik.
- Guru menjelaskan tujuan pembelajaran atau kompetensi yang akan dicapai .
- Guru menyampaikan garis besar cakupan materi penjelasan tentang kegiatan yang akan dilakukan peserta didik untuk menyelesaikan latihan-latihan dan tugas dalam pembelajaran.

2. Kegiatan Inti (60 Menit)

- Guru menjelaskan materi tentang *simple past tense* dan penggunaanya.
- Guru memberikan beberapa contoh kalimat dalam *simple past tense* dalam bentuk *nominal sentence*.
- Guru memberikan penjelasan tentang penggunaan kata keterangan waktu seperti *yesterday, last night, last week, last month, two days ago, five years ago, etc.*
- beberapa siswa diminta untuk membuat contoh kalimat *simple past tense* dalam bentuk *nominal sentence*.
- Guru mempersiapkan kalimat yang akan disusun oleh peserta didik.
- Guru mengajak siswa untuk bermain *Arranging word game* dan menjelaskan procedure permainannya.

- Guru membagi siswa dalam beberapa kelompok, setiap kelompok terdiri dari 3-4 siswa.
- Guru memberikan contoh cara menyusun kata-kata tersebut menjadi kalimat *nominal sentence*.
- Guru memberikan potongan-potongan kertas yang merupakan sebuah kalimat *nominal sentence* secara acak.
- Guru meminta masing-masing kelompok untuk menyusun kata-kata tersebut menjadi kalimat yang benar.
- Guru memberikan waktu 5 menit untuk menyusun kata-kata tersebut.
- Guru meminta tiap group untuk menuliskan semu kalimat yang telah mereka susun di papan tulis dan menjelaskan makna-makna kalimat tersebut.
- Guru dan peserta didik mendiskusikan hasil diskusi setiap kelompok.

3. Kegiatan Akhir (10 Menit)

- Guru menanyakan kesulitan siswa selama proses belajar mengajar.
- Guru menyimpulkan materi pembelajaran.
- Guru memberikan salam penutup.

H. Alat dan Sumber Pembelajaran

Alat : Spidol, papan tulis

Sumber : Buku Redjeki Agoestyowati, *102 English Game*, 2017, p.183

I. Penilaian

Nama kegiatan :

Tanggal pelaksanaan :

Nama :

NIS :

NO	Aspek yang Dinilai	Nilai
Sikap(<i>attitudes</i>)		
1	Ingin tahu	
2	Percaya diri	
3	Jujur	
Perilaku(<i>action</i>)		
1	Kerja sama	
2	Melakukan tindak komunikasi yang tepat	
Pengetahuan(<i>knowledge</i>)		
1	Pengucapan	
2	Kelancaran	
3	Intonasi	
Total		
Rata-rata		

Pedoman penskoran : masing-masing soal jika dijawab benar mendapat skor 1, skor maksimal 10

Mengetahui,
Guru Bahasa Inggris

Bandar Lampung, January 2017
Mahasiswa Peneliti,

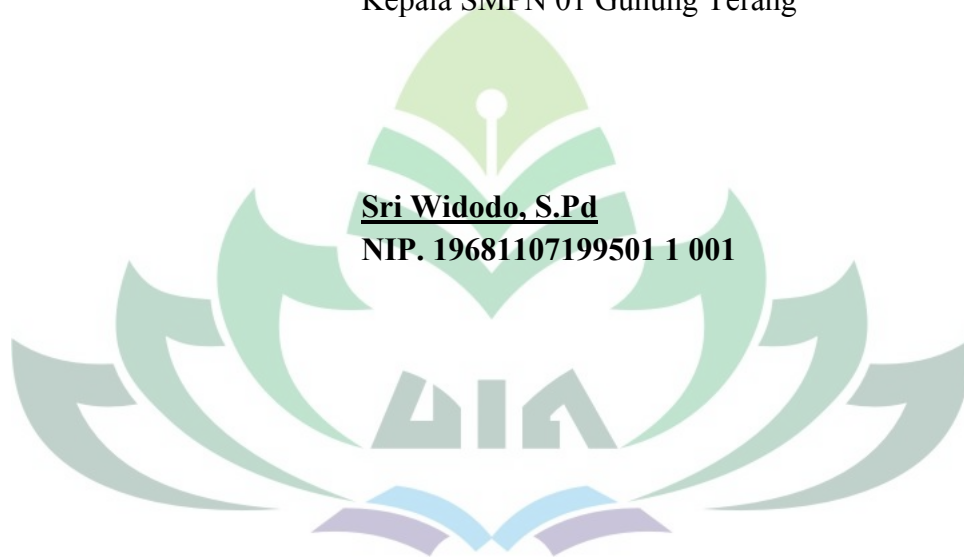
Neiny Meilinda Sari,S.Pd

Hanisa

Kepala SMPN 01 Gunung Terang

Sri Widodo, S.Pd

NIP. 19681107199501 1 001



Rencana Pelaksanaan Pembelajaran (RPP)

Sekolah : SMPN 01 Gunung Terang

Mata Pelajaran : Bahasa Inggris

Kelas/Semester : VIII/2

Pertemuan Ke : 3 (*Experimental Class*)

Alokasi Waktu : 2 x 40 Menit

Topik Pembelajaran : *Simple Past Tense*

A. Standar Kompetensi

12. Mengungkapkan makna dalam teks tulis fungsional dan esei pendek sederhana berbentuk *recount* dan *narrative* untuk berinteraksi dengan lingkungan sekitar.

B. Kompetensi Dasar

12.1 Mengungkapkan makna dalam bentuk teks tulis fungsional pendek sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan sekitar.

12.2 Mengungkapkan makna dan langkah retorika dalam esei pendek sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan sekitar berbentuk *recount* dan *narrative*.

C. Indikator Pembelajaran

- Menunjukkan semangat belajar dengan mempratikan bahasa Inggris dalam kegiatan pembelajaran dikelas.
- Mampu membuat dan memahami kalimat *simple past tense*.

D. Tujuan Pembelajaran

- Memahami kalimat-kalimat sederhana dalam bentuk *simple past tense*.
- Membuat kalimat dalam bentuk *simple past tense* secara sederhana.
- Memahami kalimat *simple past tense* dalam bentuk *verbal sentence* and *nominal sentence*.

E. Materi Pembelajaran

Simple past tense

The simple past tense is used to talk about activities or situation than began and ended in the past (*e.g., yesterday, last night, two days ago, in 1999*).

Verbal sentence

Positive form : Subject + Past Tense (Verb 2) + O

Ex : Indra played football yesterday.

Negative form : Subject + did + not + Verb 1 + O

Ex : Budi did not play football yesterday.

Interrogative form : Did + Subject + Verb 1 + O

Ex : Did Andi play football yesterday?

Nominal Sentence

Positive form : Subject + Was/Were + Complement

Ex : I Was here ten years ago
You were happy last night

Negative form : Subject + Was/Were + not + Complement

Ex : She was not angry yesterday.

We were not at home yesterday.

Interrogative form : Was/Were + Subject + Complement

Ex : Was she here ten years ago ?

Were you at home yesterday?

F. Metode Pembelajaran

Tanya Jawab, *Arranging Words Game*.

G. Langkah-langkah Pembelajaran

1. Kegiatan Awal (10 Menit)

- Berdo'a .
- Mengucapkan salam dengan ramah kepada peserta didik ketika memasuki ruang kelas.
- Guru mengecek daftar hadir peserta didik.
- Guru menjelaskan tujuan pembelajaran atau kompetensi yang akan dicapai .
- Guru menyampaikan garis besar cakupan materi penjelasan tentang kegiatan yang akan dilakukan peserta didik untuk menyelesaikan latihan-latihan dan tugas dalam pembelajaran.

2. Kegiatan Inti (60 Menit)

- Guru menjelaskan materi tentang *simple past tense* dan penggunaanya.
- Guru memberikan beberapa contoh kalimat dalam *simple past tense* dalam bentuk *verbal sentence* and *nominal sentence*.
- beberapa siswa diminta untuk membuat contoh kalimat *simple past tense* dalam bentuk *verbal sentence* and *nominal sentence*.
- Guru mempersiapkan kalimat yang akan disusun oleh peserta didik.
- Guru mengajak siswa untuk bermain *Arranging word game* dan menjelaskan procedure permainannya.

- Guru membagi siswa dalam beberapa kelompok, setiap kelompok terdiri dari 3-4 siswa.
- Guru memberikan contoh cara menyusun kata-kata tersebut menjadi kalimat *verbal sentence* and *nominal sentence*.
- Guru memberikan potongan-potongan kertas yang merupakan sebuah kalimat *verbal sentence* and *nominal sentence* secara acak.
- Guru meminta masing-masing kelompok untuk menyusun kata-kata tersebut menjadi kalimat yang benar.
- Guru memberikan waktu 5 menit untuk menyusun kata-kata tersebut.
- Guru meminta tiap group untuk menuliskan semua kalimat yang telah mereka susun di papan tulis dan menjelaskan makna-makna kalimat tersebut.
- Guru dan peserta didik mendiskusikan hasil diskusi setiap kelompok.

3. Kegiatan Akhir (10 Menit)

- Guru menanyakan kesulitan siswa selama proses belajar mengajar.
- Guru menyimpulkan materi pembelajaran.
- Guru memberikan salam penutup.

H. Alat dan Sumber Pembelajaran

Alat : Spidol, papan tulis

Sumber : Buku Redjeki Agoestyowati, *102 English Game*, 2017, p.183

I. Penilaian

Nama kegiatan :

Tanggal pelaksanaan :

Nama :

NIS :

NO	Aspek yang Dinilai	Nilai
Sikap(<i>attitudes</i>)		
1	Ingin tahu	
2	Percaya diri	
3	Jujur	
Perilaku(<i>action</i>)		
1	Kerja sama	
2	Melakukan tindak komunikasi yang tepat	
Pengetahuan(<i>knowledge</i>)		
1	Pengucapan	
2	Kelancaran	
3	Intonasi	
Total		
Rata-rata		

Pedoman penskoran : masing-masing soal jika dijawab benar mendapat skor 1, skor maksimal 10.

Mengetahui,
Guru Bahasa Inggris

Bandar Lampung, January 2017
Mahasiswa Peneliti,

Neiny Meilinda Sari,S.Pd

Hanisa

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Sri Widodo, S.Pd

NIP. 19681107199501 1 001



Appendix 29

SILABUS PEMBELAJARAN

Sekolah : SMPN 01 Gunung Terang
 Kelas : VIII (Delapan)
 Mata Pelajaran : Bahasa Inggris
 Semester : 2 (Dua)
 Standar Kompetensi : Mengungkapkam makna dalam teks tulis fungsional dan esei pendek sederhana berbentuk *recount* dan narrative untuk berinteraksi dengan lingkungan sekitar.

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Indikator Pencapaian Kompetensi	Penilaian			Alokasi Waktu	Sumber Belajar
				Teknik	Bentuk Instrumen	Contoh Instrumen		
12.1. Mengungkapkann makna dalam bentuk teks tulis fungsional pendek sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan sekitar	1. Teks fungsional : - Notices - iklan 2. Tata bahasa - Imperratives - Getting attention - Comparison 3. Kosa kata Kata terkait tema dan jenis teks 4. Tanda baca, Spelling	1. Review tujuan komunikatif dan ciri-ciri kebahasaan teks fungsional pendek terkait materi 2. Menulis kalimat sederhana untuk - memberi himbauan / peringatan - mengiklan-kan sesuatu 3. Melengkapi teks fungsional pendek 4. Menulis teks fungsional	Menulis teks fungsional pendek berbentuk : - Notices - Iklan	Tes tulis Product	Essay Completion Penugasan	1. Write sentences based on the situation given. 2. Complete the text using suitable word/words. 3. Write notices related to certain places 4. Write an advertisement promoting a certain product.	2 x 40 Menit	1. Buku teks yang relevan 2. Contoh teks fungsional 3. Gambar terkait materi dan topik 4. Benda sekitar

Mengetahui,
Guru Bahasa Inggris

Bandar Lampung,
Mahasiswa Peneliti,

2017

Neiny Meilinda Sari,S.Pd

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Kepala SMPN 01 Gunung Terang

Sri Widodo, S.Pd
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Appendix 21 The Table Analysis of Hypothesis

Control Class					
NO	Kode	Pre-Test	Post-Test	Gain (Y)	Y2
1	C1	10	10	0	0
2	C3	10	10	0	0
3	C6	20	20	0	0
4	C7	20	20	0	0
5	C9	20	20	0	0
6	C11	30	25	-5	25
7	C16	30	25	-5	25
8	C18	30	30	0	0
9	C19	30	30	0	0
10	C20	35	40	5	25
11	C22	40	40	0	0
12	C2	50	40	-10	100
13	C4	50	45	-5	25
14	C10	55	45	-10	100
15	C12	55	50	-5	25
16	C13	55	50	-5	25
17	C15	55	70	15	225
18	C25	55	70	15	225
19	C28	55	70	15	225
20	C29	65	70	5	25
21	C30	65	70	5	25
22	C5	65	75	10	100
23	C8	65	75	10	100
24	C14	70	75	5	25
25	C17	70	75	5	25
26	C23	70	75	5	25
27	C24	70	80	10	100
28	C26	70	80	10	100
29	C27	75	80	5	25
30	C21	75	95	20	400
	Σ	1465	1560	95	1975
	My	3.2			

NO
1
2
3
4
5
6
7
8
9
10
11
12
13
14
15
16
17
18
19
20
21
22
23
24
25
26
27
28
29
30

Experimental Class				
Kode	Pre-Test	Post-Test	Gain (X)	X2
E21	10	30	20	400
E7	10	30	20	400
E13	10	35	25	625
E16	20	40	20	400
E19	20	40	20	400
E23	25	45	20	400
E25	25	45	20	400
E2	30	45	15	225
E4	30	50	20	400
E9	35	50	15	225
E11	35	50	15	225
E15	50	60	10	100
E20	50	60	10	100
E28	50	75	25	625
E29	60	75	15	225
E30	60	75	15	225
E1	60	75	15	225
E3	60	75	15	225
E6	60	75	15	225
E10	65	75	10	100
E14	70	80	10	100
E17	70	80	10	100
E18	70	80	10	100
E22	70	80	10	100
E24	75	80	5	25
E26	75	85	10	100
E27	75	85	10	100
E12	75	85	10	100
E5	75	95	20	400
E8	75	95	20	400
Σ	1495	1950	455	7675
Mx	15.17			

20	15
20	15
25	15
20	10
25	15
25	15
20	10
25	10
50	15
15	10
15	5
15	10
10	10
15	10
20	-5
10	-5
10	-5
10	-15
10	0
10	-5
15	-15
10	-10
10	-10
10	-20
15	-20
5	0
10	5
10	-20
5	-25
25	-5
485	10
16.16667	0.645161

Appendix 20

The Homogeneity Test of the Experimental Class and Control Class

a. The Homogeneity Test of Experimental Class:

$$F_{observed} = \text{_____}$$

$$F = \frac{\text{_____}}{\text{_____}}$$

$$F = 1.34$$

b. The Homogeneity Test of Control Class:

$$F_{observed} = \text{_____}$$

$$F = \frac{\text{_____}}{\text{_____}}$$

$$F = 1.50$$

$$dk1 = 30 - 1 = 29$$

$$dk2 = 30 - 1 = 29$$

$$F_{0.05} = 1.84$$

Ho accepted if $F_{observed} \leq F_{critical}$

Ho refused if $F_{observed} > F_{critical}$

$$\text{Experimental class} = 1.34 \leq 1.84$$

$$\text{Control class} = 1.50 \leq 1.84$$

Based on the Fisher table, it was found that $F_{0.05} = 1.84$, so that, the score of

$F_{observed} \leq F_{critical}$. It means that the data gained came from homogeneous data.

Appendix 22

The Hypothetical Analysis by Using Independent t-test

$$= \frac{\sum}{n} - \frac{\sum^2}{n^2}$$

$$= 7675 - \frac{455}{30}$$

$$= 7675 - 6900.83$$

$$= 774.17$$

$$= \frac{\sum}{n} - \frac{\sum^2}{n^2}$$

$$= 1975 - \frac{95}{30}$$

$$= 1975 - 300.83$$

$$= 1674.17$$

The hypothesis is :

$$= \frac{|\frac{\sum}{n} - \frac{\sum}{n}|}{\sqrt{\frac{1}{n_1} + \frac{1}{n_2}}}$$

$$= \frac{|15.17 - 3.2|}{\sqrt{\frac{1}{166.4} + \frac{1}{0.06}}}$$

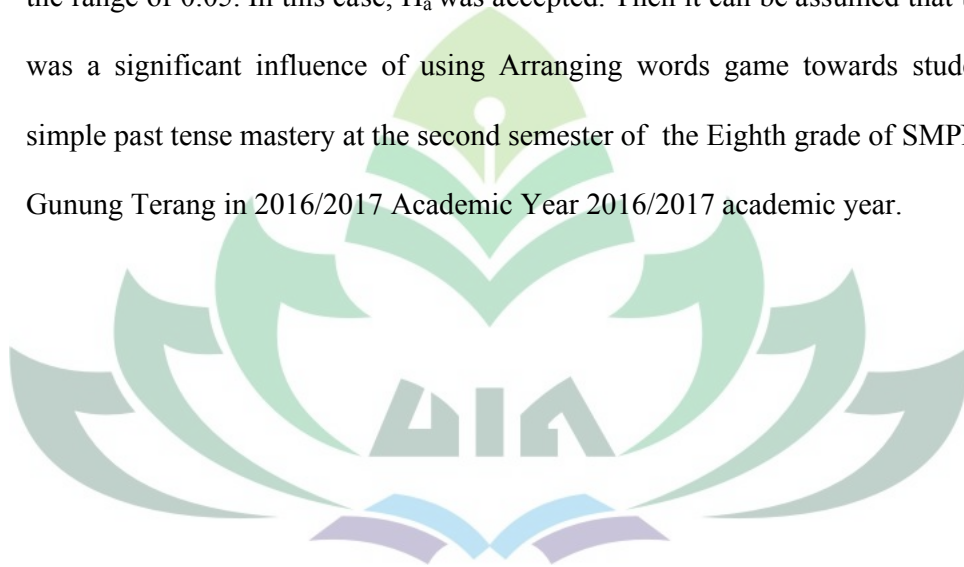
$$= \frac{11.97}{\sqrt{166.4 + 0.06}}$$

$$= \frac{11.97}{\sqrt{166.46}}$$

$$= 3.$$

$$\begin{aligned}
 &= (\quad + \quad - 2) \\
 &= 30 + 30 - 2) \\
 &= 58
 \end{aligned}$$

The result of T-test was 3.7 while the db (number of sample from both control class and experimental class subtracted by 2) was 58, so that the result of $ts_{0.05}$ was between 1.67. From this, it can be seen that the result of T-test was significant in the range of 0.05. In this case, H_a was accepted. Then it can be assumed that there was a significant influence of using Arranging words game towards students' simple past tense mastery at the second semester of the Eighth grade of SMPN 01 Gunung Terang in 2016/2017 Academic Year 2016/2017 academic year.



Appendix 23. The Score of Experimental Class and Control Class

NO	Control Class		
	Kode	Pre-Test	Post-Test
1	C1	10	10
2	C3	10	10
3	C6	10	20
4	C7	20	20
5	C9	20	20
6	C11	25	25
7	C16	25	25
8	C18	30	30
9	C19	30	30
10	C20	35	40
11	C22	35	40
12	C2	50	40
13	C4	50	45
14	C10	50	45
15	C12	60	50
16	C13	60	50
17	C15	60	70
18	C25	60	70
19	C28	60	70
20	C29	65	70
21	C30	70	70
22	C5	70	75
23	C8	70	75
24	C14	70	75
25	C17	75	75
26	C23	75	75
27	C24	75	80
28	C26	75	80
29	C27	75	80
30	C21	75	95

NO	Exp
	Kode
1	E21
2	E7
3	E13
4	E16
5	E19
6	E23
7	E25
8	E2
9	E4
10	E9
11	E11
12	E15
13	E20
14	E28
15	E29
16	E30
17	E1
18	E3
19	E6
20	E10
21	E14
22	E17
23	E18
24	E22
25	E24
26	E26
27	E27
28	E12
29	E5
30	E8

Experimental Class	
Pre-Test	Post-Test
10	30
10	30
20	35
20	40
20	40
30	45
30	45
30	45
30	50
35	50
40	50
50	60
50	60
55	75
55	75
55	75
55	75
55	75
55	75
65	75
65	80
65	80
65	80
70	80
70	80
70	85
70	85
70	85
75	95
75	95



Appendix 4

Pre-Test Question

TEST ITEMS FOR TRY OUT POST-TEST

Mata Pelajaran : Bahasa Inggris

Kelas :

Nama :

Waktu : 40 Menit

Choose the correct answer by crossing a, b, c, or d

1. Did Claire ... the housework last night?

- a. finish b. finished c. finishes d. finishing

2. ... she make the invitation cards herself last week?

- a. Do b. Did c. Done d. Does

3. The film wasn't very good. I ... it very much.

- a. Enjoyed b. wasn't enjoy c. doesn't enjoyed d. didn't enjoy

4. Susan didn't sleep well ...

- a. every day b. every night c. yesterday d. now

5. Did Tim buy the green T-shirt ...?

- a. at present b. twice c. all night d. last Monday

6. The hotel ... very expensive. It doesn't very much last month.
- a. aren't b. wasn't c. isn't d. didn't
7. The bed was very uncomfortable. I ... sleep very well last night.
- a. didn't b. did c. wasn't d. not
8. ... she ill yesterday?
- a. Is b. Was c. Were d. Does
9. Sue wasn't very hungry, so she ... anything this morning.
- a. didn't eat b. don't eat c. ate d. doesn't eat
10. Did Brad and Angelina get married in 2011? No, they ...
- a. doesn't b. didn't c. aren't d. isn't
11. ... they happy yesterday?
- a. Is b. Was c. Were d. Are
12. She ... here yesterday.
- a. was not b. were c. is d. are
13. What did you do ... ?
- a. now b. every week c. today d. last week
14. Della thought that their New Year present ... the best in the world last night.
- a. was b. is c. are d. were

24. My sister cooked fried noodle ...

- a. every day b. next month c. last morning d. today

25. we ... our trip last weekend.

- a. enjoy b. enjoying c. enjoyed d. enjoys

26. Jim opened parcel with tears because he ... into a chair an hour ago.

- a. drops b. dropping c. dropped d. drop

27. Jim ... shocked to see Dell's short hair last month.

- a. was b. is c. are d. were

28. Della and Jim Young a newly married couple ... poor last.

- a. is b. are c. were d. was

29. Della wanted to buy a gold chain for Jim's watch but her .. have enough money yesterday.

- a. don't b. didn't c. doesn't d. not

30. Jim's wage ... enough rent only a small apartment last week.

- a. Is b. are c. were d. was

31. I visited my grandparents ...

- a. every day b. last sunday c. were d. was

32. Della noticed sadly when Jim ... at his watch yesterday.

- a. looked b. look c. looks d. looking

33. Did you enjoy ... this story just no?

- a. reads b.read c. to read d. reader

34. Why didn't you ... your grandma's house?

- a. visit b. visited c.visiting d. to visit

35. Jim arrived home and saw Della's hair ... speechless an hour ago.

- a. is b. are c. was d. were

36. He ... a glass of wine last night

- a. drinks b. drink c.drunk d. is drinking

37. She ... at watchmaker's shop and found exactly the right chain for Jim's watch an hour ago.

- a. stop b. stopped c. stopping d. stops

38. Della ... the precious gift in a piece of colored paper two days ago.

- a. wrapped b. wrap c. wraps d. wrapping

39. what did they do last week?

- a. they play football c. they played football
b. they plays football d. they are playing football

40. Monika studied mathematic ...

- a. yesterday b.now c. every week d. next month

ANSWER KEY OF POST TEST

1. A	11. C	21. A	31. B
2. B	12. A	22. B	32. A
3. D	13. D	23. B	33. B
4. C	14. D	24. C	34. A
5. D	15. A	25. C	35. C
6. B	16. A	26. C	36. C
7. A	17. D	27. A	37. B
8. B	18. A	28. C	38. A
9. A	19. B	29. B	39. C
10. B	20. A	30. D	40. A



Appendix 3**Pre-Test Question****TEST ITEMS FOR TRY OUT PRE-TEST**

Mata Pelajaran : Bahasa Inggris

Kelas :

Nama :

Waktu : 40 Menit

Choose the correct answer by crossing a, b, c, or d

1. They ... play music in this cafe last Saturday.

- a. Weren't b. Wasn't c. aren't d. didn't

2. ... you sleep early last night?

- a. did b. do c. does d. are

3. She ... wait here for you yesterday.

- a. weren't b. aren't c. didn't d. wasn't

4. He didn't ... the answer for that question.

- a. knowing b. know c. knows d. knew

5. ... they at restaurant last night?

- a. Was b. Were c. Are d. Is

6. Why did you not come here ... ?

- a. now b. every day c. next week d. last week

7. I bought some fruits in market ...

- a. this morning b. tomorrow c. every morning d. now

8. ... they do their homework last night?

- a. do b. did c. does d. done

9. Did Tian and Arie ... the song together yesterday?

- a. song b. sang c. sing d. sings

10. Alex did not ... last weekend.

- a. work b. works c. worked d. working

11. That girl ... here yesterday.

- a. aren't b. weren't c. isn't d. wasn't

12. They did not do their homework ...

- a. tomorrow b. yesterday c. now d. next Sunday

13. ... your house's green color last year?

- a. was b. were c. are d. is

14. They made mistakes because they didn't ... the guidelines.

- a. following b. followed c. follow d. follows

15. You ... ill last night.

- a. are b. was c. were d. does

16. Where was he ... ?

- a. last night b. right c. today d. now

17. Michael's grandmother passed away ...

- a. next year b. next week c. last year d. tomorrow

18. ... rina sick last week?

- a. Was b. Are c. Is d. Were

19. They ... in the park this morning.

- a. wasn't b. weren't c. aren't d. didn't

20. We went to Kate's house but she ... at home.

- a. weren't b. doesn't c. hasn't d. wasn't

21. The businessman ... the sales contract two days ago.

- a. back out of b. backed out of c. backs out of d. backing out of

22. I ... here ten minute ago.

- a. am b. do c. was d. did

23. How were your pats ... ?

- a. tonight b. every time c. this morning d. today

24. How was your father ...

- a. tomorrow b. now c. yesterday d. yesterday

25. Did he send a letter ?

- a. yes she did b. yes he did c. yes she does d. yes she was

26. She did not wash her hands ...

- a. just now b. now c. next month d. every day

27. It ... fantastic concert last night.

- a. Was b. Were c. is d. are

28. Did you come to her party last night?

- a. yes I do b. yes I did c. yes I am d. yes I was

29. She ... at home yesterday.

- a. is b. were c. was d. does

30. Did he ... English last night ?

- a. studied b. studies c. studying d. study

31. It was dark, so I didn't ... him clearly last night.

- a. see b. saw c. seeing d. seen

32. Mr. Oskar ... his car three days ago.

- a. sold b. sell c. to sell d. selling

33. My uncle built a new house ...

- a. tomorrow b. last month c. every day d. next week

34. They ... happy last night.

- a. were b. was c. are d. does

35. ... you sing a song last night?

- a. do b. did c. does d. was

36. I went to your apartment with my family...

- a. last year b. next year c. now d. every year

37. I ... it by myself last month

- a. made b. make c. makes d. is making

38. He didn't ... what I mean in his house yesterday.

- a. understand b. understood c. understanding d. understands

39. Danny opened the window and the bird ... this morning

- a. fly b. flew c. flying d. flow

40. It ... a difficult in the class yesterday.

- a. was b. were c. is d. does

ANSWER KEY OF PRE TEST

- | | | | |
|------|-------|-------|-------|
| 1. D | 11. D | 21. B | 31. A |
| 2. A | 12. B | 22. C | 32. A |
| 3. C | 13. B | 23. C | 33. B |
| 4. B | 14. C | 24. D | 34. A |

5. B	15.C	25. D	35. B
6. D	16. A	26. A	36. A
7. A	17.C	27. A	37. A
8. B	18.A	28. B	38. A
9. C	19.B	29. A	39. A
10. A	20.D	30. D	40. A



Appendix 31

Instrument of Validity Form

Instruments Validity Form

No	Aspects of Instrument	Yes	No	Comment
1	Soal sesuai dengan indikator (menuntut tes tertulis untuk bentuk pilihan ganda)			
2	Soal sesuai dengan materi yang diajarkan (simple past tense)			
3	Menggunakan perintah dan petunjuk pengerjaan soal yang jelas			
4	Batasan jawaban yang sudah sesuai (4 pilihan jawaban)			
5	Batas waktu yang diberikan cukup untuk mengerjakan soal			

Bandar Lampung, January 2017

Validator

Neiny Meilinda Sari,S.Pd